

Three Worlds Meet

Grade 4: Unit 2



A New Edition of All of New Netherland in North America by Jan Jansson, Nicholas Visscher and Tobias Conrad Lotter



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Department of Social Studies

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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I.

The Planning Framework

Three Worlds Meet



HOW THIS UNIT WAS DEVELOPED

- This unit is the second unit of the Grade 4 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **Three Worlds Meet** is *“How did three diverse cultures interact and affect each other?”*
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of how New Netherland developed. Therefore, one of the focus questions is, “How did the contributions of enslaved Africans and Native Americans affect the growth of New York City?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND THREE WORLDS MEET

*"The land is the finest for cultivation that I ever in my life set foot upon,
and it also abounds in trees of every description." - Henry Hudson*

Three Worlds Meet is an interdisciplinary unit that examines the positive and negative influences Dutch, English and French explorers, Native Americans and enslaved Africans had upon each other. The unit focuses on the traditions and perspectives held by the native peoples, the European ideologies that explorers brought with them, the forced migration of people from Africa who were taken to America as slaves and the inevitable collision of cultures. Students develop historical understanding by connecting local history to the bigger chronicle of the American experience.

Background

Before the arrival of the Dutch and other European nations, highly developed indigenous cultures flourished in the Americas. In North America many of these cultures lived along the Atlantic coastline. These groups can generally be divided into people who spoke Algonquian languages and those who spoke Iroquois languages. The Algonquian primarily lived in what is known today as New England. The Iroquois lived in what is now northern New York State.

The British, Dutch and French established colonies while exploring America for a navigable northwest waterway they thought would lead to Asia. Not only were the explorers looking for an alternative route to Asia, they were also interested in the gold, silver, precious stones, and spices that the Indies had to offer.

The quest for knowledge, power, and a larger empire was led by explorers such as Giovanni da Verrazano, Henry Hudson, and Samuel de Champlain. Even though each was in search of a passage to the Pacific, these three explorers ended up in present day New York State, interacting with Native Americans while exploring the land.

Verrazano was the first European to travel the area between South Carolina and Newfoundland, including present day New York Harbor. He was sent by France's king to establish a route to the Pacific Ocean and Asia. The Verrazano-Narrows Bridge is named for him.

Similarly, Henry Hudson was chosen by the Dutch East India Company to find a route to Asia. His route led him around the Chesapeake Bay, through the Delaware Bay, and then to the New York Harbor. Sailing on his ship, the Half Moon, Hudson continued through what is known today as the Hudson River reaching present day Albany before realizing that this was not a passage through North America.

Champlain opened North America to trade with France and helped the fur trade flourish. During his expedition he made alliances with several Native American groups along the St. Lawrence River, including the Algonquians. He and some of his Frenchmen were instrumental in helping the Native Americans defeat the Iroquois at a battle in Ticonderoga, NY. Today, Lake Champlain is named after him.

Initial encounters between Native Americans and explorers were many and varied. While some had cataclysmic results for the indigenous populations, other interactions led to exchanges of ideas and resources. These exchanges forever altered life on both sides of the Atlantic.

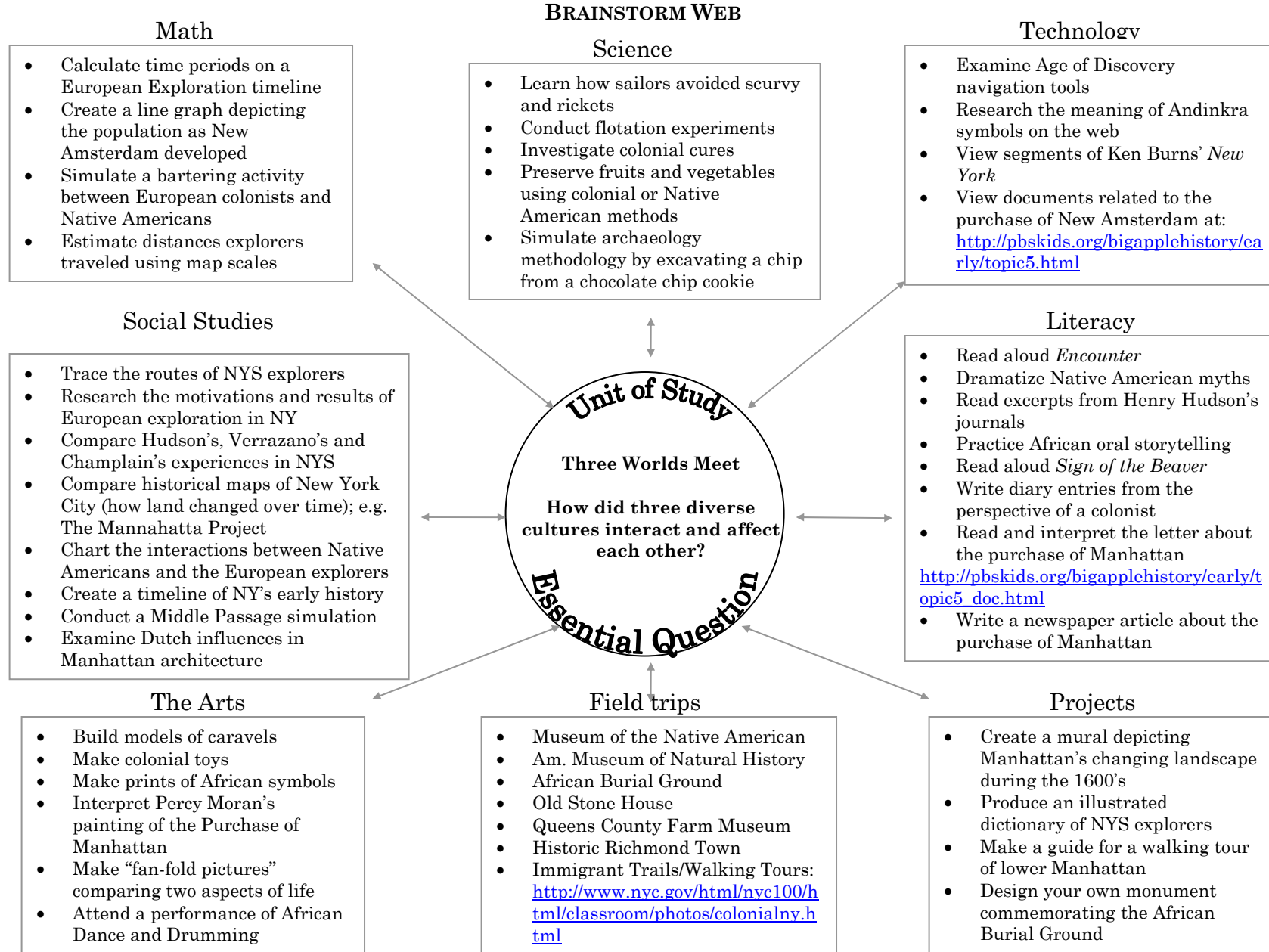
In 1621, the Dutch West India Company was given jurisdiction over the African slave trade and the Americas by the States General. Almost immediately, the company established themselves in New Amsterdam which later became New York City. Beginning in 1625, enslaved Africans were brought to America to help build New Amsterdam.

The Dutch built their city on the southernmost tip of Manhattan to be able to secure and protect their settlement against possible Spanish attack and so that trade could flourish. Peter Minuit became the third director of New Amsterdam, following Captain Cornelius May and Willem Verhulst. He negotiated a deed with the Manhattan Indians giving the Dutch possession of Manhattan. From 1638 to 1647 Willem Kieft served as the director of New Amsterdam. Kieft felt it was his duty to drive the Native Americans out, but that only created a loss for both sides. Peter Stuyvesant replaced him as the last director of New Amsterdam. His governance brought about many positive changes to New Amsterdam such as restricting garbage in the streets, establishing a volunteer firefighting brigade, and most notably, he organized the development pattern of Manhattan.

In 1664, the British took control of New Amsterdam and renamed the colony New York. The British economy relied heavily on slave labor and the sugar trade. Landowners became richer and expanded their property due to the hard work of enslaved Africans.

Dutch, British and French interactions with enslaved Africans and Native American populations influenced the development of New York State in many ways. Presently, New York is a thriving and busy state reflecting diverse cultures and people. New York architecture, street names, lakes, rivers and bridges are constant reminders of our rich history.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.



ESSENTIAL QUESTION

How did three diverse cultures interact and affect each other?

Content/Academic Vocabulary (sample)

explorer	trading post	colony	investor	patroon	ally	Triangle Trade	proprietor
market economy	merchant	export	import	indentured servant	legislature	assembly	

Focus Questions

- What were the reasons for European exploration in the new world?
- Which explorers charted and claimed lands in present day New York?
- How did European exploration affect the lives of Native Americans, Europeans and Africans?
- How did New Amsterdam develop and change under Dutch and later, British governance?
- How did the contributions of enslaved Africans and Native Americans affect the growth of New York City?

**Student Outcomes**

Think about what you want the students to know and be able to do by the end of this unit.

Content, Process and Skills

Understand the reasons for exploration and settlement.	Select and use appropriate sources to answer questions.
Understand the role of the American colonies in the African slave trade.	Use various note taking strategies.
Compare/contrast Dutch and English rule in NYC.	Identify facts and details that support main ideas.
Describe geographical and cultural changes in NYC over time.	Select and present creative products in a variety of formats.
Identify key people and events in the development of NYC.	Read a variety of non-fiction and fiction for information and enjoyment.

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1	What were the reasons for European exploration in the new world?	<p>Exploration</p> <ul style="list-style-type: none"> Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices) 	<ul style="list-style-type: none"> Launch the unit by reading aloud <i>Kids During the Age of Exploration</i>. Consult the book to generate a list of what an explorer may have experienced Pose and discuss the following questions: Would you want to face the unknown and join a crew going to the New World? Why? <p>Consult: <i>The Age of Exploration, Learning About the Settlement of the Americas, Exploration and Conquest, Exploring the New World</i></p>
2	What were the reasons for European exploration in the new world?	<p>Exploration</p> <ul style="list-style-type: none"> Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices) 	<ul style="list-style-type: none"> Work in groups to read <i>You Wouldn't Want to Explore with Christopher Columbus</i> to identify challenges explorers and their crews faced during the voyages. Focus on pages 8 & 9 to chart the reasons why European nations financed voyages. <p>Consult: <i>The Age of Exploration, Explorers of North America, Exploration and Conquest, Exploring the New World</i></p>
3	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices) Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) 	<p><i>European Explorer Measuring Distance</i> sample lesson</p> <ul style="list-style-type: none"> Look at the terms: Point of Origin and Destination Estimate the distances traveled to the new world. <p>Consult: <i>Exploring the New World, Henry Hudson and Samuel de Champlain</i></p>

4	How did the European exploration affect the lives of Native Americans, Europeans and Africans?	<p>Exploration</p> <ul style="list-style-type: none"> Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices) Three worlds interact: European, African and Native Americas 	<ul style="list-style-type: none"> Brainstorm what the students know about Christopher Columbus. Read aloud <i>Encounter</i>. Discuss how narrative fiction presents a story from a particular point of view. Select examples of the Taino point of view of Columbus' arrival. Contrast these examples with what may have been Columbus' point of view. <p>Consult: <i>Exploration and Conquest</i> and <i>Exploring the New World</i></p>
5	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) Three worlds interact: European, African and Native Americas 	<p><i>Henry Hudson</i> sample lesson</p> <ul style="list-style-type: none"> Analyze Henry Hudson poem to identify information about his exploration of NYS. Read a Hudson biography. Chart the key events from Hudson's voyages. <p>Consult: <i>Explorers of North America</i>, <i>Exploring the New World</i> and <i>Henry Hudson</i></p>
6	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) Three worlds interact: European, African and Native Americas 	<ul style="list-style-type: none"> Predict academic vocabulary using excerpts from Robert Juet's journal of his voyages with Henry Hudson <p>Consult: http://www.emsc.nysed.gov/ciai/chf/pdf/ElemEdComExporeWithHenryHudsonLessonPlan.pdf and <i>Henry Hudson</i></p>
7	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and 	<ul style="list-style-type: none"> Create a timeline of key events from Hudson's voyages. Sequence the events on sentence strips and create illustrations.

		<p>Samuel de Champlain)</p> <ul style="list-style-type: none"> Three worlds interact: European, African and Native Americas 	<p>Consult: http://www.emsc.nysed.gov/ciai/chf/pdf/ElemEdComExporeWithHenryHudsonLessonPlan.pdf and <i>Henry Hudson</i></p>
8	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) Three worlds interact: European, African and Native Americas 	<p><i>Come Explore with Henry Hudson</i> simulation</p> <ul style="list-style-type: none"> Students will role play the captain and crew members aboard Hudson's 1609 voyage. Analyze primary sources and document the journey from each character's perspective. <p>http://www.emsc.nysed.gov/ciai/chf/pdf/ElemEdComExporeWithHenryHudsonLessonPlan.pdf</p> <p><i>Please note: this project may span several class periods</i></p>
9	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) Three worlds interact: European, African and Native Americas 	<p><i>Champlain, Cartier and Verrazano</i> sample lesson</p> <ul style="list-style-type: none"> Read excerpts about Giovanni da Verrazano, Samuel de Champlain and Jacques Cartier. Compare each explorer's contributions with Hudson's Trace explorer routes on a NYS map. <p>Consult: <i>Explorers of North America</i>, <i>Samuel de Champlain</i>, and <i>Early Explorers in New York</i>.</p>

10	Which explorers charted and claimed lands in present day New York?	<p>Exploration</p> <ul style="list-style-type: none"> Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) Three worlds interact: European, African and Native Americas 	<p><i>Verrazano, Champlain and Cartier</i> sample lesson continued</p> <ul style="list-style-type: none"> Read excerpts about Giovanni da Verrazano, Samuel de Champlain and Jacques Cartier. Compare each explorer's contributions with Hudson's. Trace explorer routes on a NYS map. <p>Consult: <i>Explorers of North America</i>, <i>Samuel de Champlain</i>, and <i>Early Explorers in New York</i>.</p>
11	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> Dutch, English and French influences in New York State The establishment of New Amsterdam by the Dutch West India Company 	<p><i>Dutch West India Company</i> sample lesson</p> <ul style="list-style-type: none"> Work in groups with the text set and websites. Examine the reasons why the Dutch wanted to establish a colony in the New World. Model determining cause and effect relationships using <i>New York as a Dutch Colony</i>. <p>Consult: <i>The New York Colony</i>, <i>The Dutch in New Amsterdam</i> and <i>Primary Source History of the Colony of New York</i></p>
12	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> Dutch, English and French influences in New York State The establishment of New Amsterdam by the Dutch West India Company Growth of lower Manhattan 	<p>Settling New Amsterdam</p> <ul style="list-style-type: none"> Define patroonship and discuss why this colonial structure might appeal to colonists. Discuss how patroonships contributed to New Amsterdam's diverse population. Model synthesizing research about patroonships to create broadsides/advertisement enticing people to come to New Amsterdam.

			<ul style="list-style-type: none"> Work in groups to create broadsides advertising New Amsterdam. <p>Consult: <i>The New York Colony, The Dutch in New Amsterdam, The History of Early New York</i> and <i>Primary Source History of the Colony of New York</i></p>
13	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> Dutch, English and French influences in New York State The establishment of New Amsterdam by the Dutch West India Company Growth of lower Manhattan 	<p><i>Daily Life in New Amsterdam</i> sample lesson</p> <ul style="list-style-type: none"> Examine images and diagrams of Jan Martense Schenck House to draw conclusions about life in colonial New Amsterdam. Work in groups to identify and summarize different aspects of colonial life. <p>Consult: <i>New York as a Dutch Colony, What People Wore in Early America, Colonial Times, Life in New Amsterdam, The New York Colony</i> and <i>The History of Early New York</i></p>
14	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> Dutch, English and French influences in New York State The establishment of New Amsterdam by the Dutch West India Company Growth of lower Manhattan 	<p><i>Daily Life in New Amsterdam</i> sample lesson continued</p> <ul style="list-style-type: none"> Work in groups to present findings about colonial life in New Amsterdam. <p>Consult: <i>New York as a Dutch Colony, What People Wore in Early America, Colonial Times, Life in New Amsterdam, The New York Colony</i> and <i>The History of Early New York</i></p>
15	How did the European exploration affect the lives of Native Americans, Europeans and Africans?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> Dutch, English and French influences in New York State The establishment of New Amsterdam by the Dutch West India Company 	<p><i>Purchasing Manhattan</i> sample lesson</p> <ul style="list-style-type: none"> Analyze images and primary source documents about the purchase of Manhattan from the Lenape. Discuss Peter Minuet's role. Examine the purchase from the perspective of modern day Native

		<ul style="list-style-type: none"> - Growth of lower Manhattan - Key people in early New York City development (Peter Minuet, Peter Stuyvesant) - Interaction between Native Americans, Africans and Europeans 	<p>Americans.</p> <p>Consult: <i>New York as a Dutch Colony, The History of Early New York, Dutch Colonies in the Americas</i> and <i>Primary Source History of the Colony of New York</i></p>
16	How did the European exploration affect the lives of Native Americans, Europeans and Africans?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - Dutch, English and French influences in New York State - Key people in early New York City development (Peter Minuet, Peter Stuyvesant) - Interaction between Native Americans, Africans and Europeans 	<p><i>Native Americans in New Amsterdam</i> sample lesson</p> <ul style="list-style-type: none"> • Discuss the interactions between early colonists and Native American peoples. • Use http://pbskids.org/bigapplehistory/early/to pic7.html to chart examples of peaceful coexistence and conflict. • Research text sets books to identify Peter Stuyvesant's role in New Amsterdam. <p>Consult: <i>New York as a Dutch Colony, The History of Early New York, Life in New Amsterdam</i> and <i>Primary Source History of the Colony of New York</i></p>
17	How did the European exploration affect the lives of Native Americans, Europeans and Africans?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - The establishment of New Amsterdam by the Dutch West India Company - Growth of lower Manhattan - The Dutch West India Company brings enslaved Africans to New Netherlands - Key people in early New York City development (Peter Minuet, Peter Stuyvesant) - Interaction between Native Americans, Africans and Europeans - Forced migration 	<p><i>Africans in New Amsterdam</i> – Part I sample lesson</p> <ul style="list-style-type: none"> • Compare primary sources documents and draw inferences about the treatment of enslaved Africans brought to New Amsterdam. • Identify Peter Stuyvesant's role. <p>Consult: <i>Immigration and The Slave Trade, If You Lived When there Was Slavery in America</i>, and <i>Learning About the Settlements of the Americas with Graphic Organizers</i></p>

18	How did the contributions of enslaved Africans affect the growth of New York City?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - Growth of lower Manhattan - The Dutch West India Company brings enslaved Africans to New Netherlands - Key people in early New York City development (Peter Minuet, Peter Stuyvesant) - The British expand the slave trade in New York - Interaction between Native Americans, Africans and Europeans - Forced migration 	<p><i>Africans in New Amsterdam</i> – Part II sample lesson</p> <ul style="list-style-type: none"> • Interpret <i>Black Landowners in Manhattan</i> chart. • Read Life Stories of Groot Marvel and Dorothy Creole. • Examine the idea of half-freedom. • http://www.slaveryinnewyork.org/ <p>Consult: <i>Immigration and The Slave Trade, If You Lived When there Was Slavery in America</i>, and <i>Learning About the Settlements of the Americas with Graphic Organizers</i></p>
19	How did the contributions of enslaved Africans affect the growth of New York City?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - Growth of lower Manhattan - The Dutch West India Company brings enslaved Africans to New Netherlands - The British expand the slave trade in New York - Interaction between Native Americans, Africans and Europeans - Forced migration 	<p><i>Africans in New Amsterdam</i> – Part II sample lesson</p> <ul style="list-style-type: none"> • Draw inferences from documents. • Chart ways Africans helped build New York. <p>Consult: <i>Immigration and The Slave Trade, If You Lived When there Was Slavery in America</i>, and <i>Learning About the Settlements of the Americas with Graphic Organizers</i></p>
20	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - Dutch, English and French influences in New York State - The establishment of New Amsterdam by the Dutch West India Company 	<p>Legacy</p> <ul style="list-style-type: none"> • From a pre-established list of places in New York with Dutch and Native American names, e.g. Carnarsie and Harlem, conduct internet research to find the origin of these places. • Plot on a map. <p>Extension activity: <i>Quilt Project</i></p>

21	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - The British in New York - Differences between British rule of New York and Dutch rule - The British expand the slave trade in New York 	<p><i>British Rule in colonial New York</i> sample lesson</p> <ul style="list-style-type: none"> • Use <i>Primary Source History of the Colony of New York</i> to model identifying main ideas. • Use text sets to find reasons why England wanted to takeover New Amsterdam and the events surrounding the takeover. • Compare life under Dutch vs British rule using <i>New York as a British Colony</i>. • Discuss the significance of Britain's rule over the thirteen colonies. <p>Consult: <i>The History of Early New York, Life in New Amsterdam, The Colony of New York, and The New York Colony</i></p>
22	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - The British in New York - Differences between British rule of New York and Dutch rule - The British expand the slave trade in New York - Interaction between Native Americans, Africans and Europeans - Forced migration 	<p><i>British Slave Laws</i> sample lesson</p> <ul style="list-style-type: none"> • Examine the impact of "slave laws" on the lives of Africans in the New York colony. • Analyze specific laws and make predictions about their effects. • Compare the treatment of Africans by the British to their treatment by the Dutch. <p>Consult: <i>Immigration and The Slave Trade, If You Lived When there Was Slavery in America, and Learning About the Settlements of the Americas with Graphic Organizers</i></p>
23	How did New Amsterdam develop and change under Dutch and later, British governance?	<p>FOCUS: Case study of early New Amsterdam/New York:</p> <ul style="list-style-type: none"> - Dutch, English and French influences in New York - The establishment of New Amsterdam by the Dutch West 	<p><i>New York's Changing Geography</i> sample lesson</p> <ul style="list-style-type: none"> • Examine how the geography of New York State changed during colonial times. • Identify how the Dutch and British affected the development of colonial New

		India Company - Growth of lower Manhattan - Interaction between Native Americans, Africans and Europeans	York. • Correlate key events in NYS history to draw conclusions on a series of maps. • Discuss “How might new settlers to an area affect its geography?” <i>Consult: New York’s Land and Resources, and The History of Early New York</i>
24	How did New Amsterdam develop and change under Dutch and later, British governance?	FOCUS: Case study of early New Amsterdam/New York: - Dutch, English and French influences in New York - The establishment of New Amsterdam by the Dutch West India Company - Growth of lower Manhattan - Interaction between Native Americans, Africans and Europeans	<i>Mannahatta Project</i> activities: http://www.wcs.org/mannahatta • Compare maps to draw conclusions about how the Dutch and British changed the landscape and ecosystem of New Amsterdam. <i>Consult: New York’s Land and Resources, and The History of Early New York</i>

LEARNING AND PERFORMANCE STANDARDS CORRELATED TO: Three Worlds Meet

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p>World History Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a</p>	<p>1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.2c: Distinguish between near and distant past and interpret simple timelines.</p> <p>1.3a: Gather and organize information about the important accomplishments of individuals and groups, including Native Americans, living in their neighborhoods and communities.</p> <p>1.4a: Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>1.4c: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>2.1b: Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.</p>

variety of perspectives.

Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Geography

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Economics

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

2.3a: Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.

3.1b: Draw maps and diagrams that serve as representations of places, physical features, and objects.

3.1e: Investigate how people depend on and modify the physical environment.

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

5.1d: Understand that social and political systems are based upon people's beliefs.

Sample list of strategies that Social Studies and ELA have in common.***Check all that apply and add new strategies below***

- ☐ Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.
- ☐ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- ☐ Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- ☐ Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- ☐ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- ☐ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- ☐ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- ☐ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- ☐ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- ☐ Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- ☐ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study							
K	School and School Community		Self and Others		Families		The Neighborhood	
First	Families are Important		Families, Now and Long Ago		Families in Communities		The Community	
Second	Our Community's Geography		New York City Over Time		Urban, Suburban and Rural Communities		Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities				Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>			
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods		The New Nation	Growth and Expansion	Local and State Government	
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States		Latin America		Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East		Africa		Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution		A New Nation		America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation		The United States between Wars		The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions		Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)		The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)		Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945		Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction		Industrialization, Urbanization and the Progressive Movement		Prosperity and Depression: At Home and Abroad (1917-1940)		Triumphs and Challenges in American Democracy (1950-present)
Twelfth	Economics and Economic Decision Making				Participation in Government			

II.

Principles Guiding the Development of this Unit



PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read:

Graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance. When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, “according to the author.”

Key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that, “teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.”

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> ("facts").
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
Consider <i>word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , "actual" and "mock."	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	Learn the “right answer.”
Get <i>interested</i> in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department/ San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs	<i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i>
Robin Fogarty	<i>How to Integrate Curricula: The Mindful School</i>
David B. Ackerman	<i>Intellectual & Practical Criteria for Successful Curriculum Integration</i>
Davis N. Perkins	<i>Knowledge by Design</i>
Grant Wiggins & Jay McTighe	<i>Understanding by Design</i>
Carol Ann Tomlinson and Jay McTighe	<i>Integrating Differentiated Instruction & Understanding by Design</i>
Harvey Daniels & Steven Zemelman	<i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>
Stephanie Harvey	<i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>

III.

Teaching Strategies



SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a case study of early New Amsterdam/New York provides students with the opportunity to examine in depth the social, economic and political foundations of this city.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
Chronological Sequence: organizes events in time sequence.	after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.	although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet	<ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?

<p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text?
<p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> - What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
<p>Episode: organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> - What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general?

<p>Generalization/ Principle: organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> - What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?
<p>Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be due to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> - What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps. To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trips sheets” • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> Execute (carry out) Implement (use) 	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	Make judgments based on criteria and standards <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources



TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

THREE WORLDS MEET ENGAGING THE STUDENT/ LAUNCHING THE UNIT

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and getting them ready and excited about the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively will excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are also important. Presenting far-out theories, paradoxes, and incongruities stimulate wonder and inquiry and are extremely effective.

One way to launch the “Three Worlds Meet” unit is to have the students imagine what it may have been like to be a child living in Europe during the Age of Exploration. Show students the cover of *Kids During the Age of Exploration*. Ask them what a child might do every day during a time when explorers were searching the world for new lands and riches. Read the book aloud and ask for student reactions to things that surprise them about children’s lives in the 16th century.

You Wouldn’t Want to Sail with Christopher Columbus by Fiona MacDonald, is another text that is rich with “unusual” facts presented through humorous language and engaging illustrations. Sample facts from this text that work well for the “splash” are:

- Women were not allowed on sailing ships because they were considered bad luck.
- Typical food on an ocean voyage included:
 - Hard and tasteless biscuits full of weevils
 - Salt or pickled meat covered in mold
 - Dried peas that were either too hard to too mushy
 - Smelly cheese full of worms
 - Fish that was fresh but very strange looking and maybe not edible

- Wine that turned to vinegar and water that became salty
- o A typical crew had 90 sailors: 2 captains, 3 masters, 3 pilots, 3 boatswains, 3 stewards, 3 caulkers (to mend leaks), a doctor and some government officials who may have been spies.
- o The signs of land on an ocean voyage included:
 - Mist and clouds
 - Birds flying overhead
 - Seaweed
 - Shellfish
 - Branches of trees
 - Smells of sweat and sewage
 - A glow on the horizon
- o The cook spread food on the deck and the sailors helped themselves.
- o The toilet was a wooden seat attached to the side of the ship.
- o The bilges were full of slimy, smelly water and the ship was rat infested.
- o There were no beds or chairs and sailors slept on the deck where it was cleaner and healthier.
- o Columbus made 4 voyages to the new world; on the third voyage he was accused of fraud and sent back to Spain as a prisoner.
- o America was named after a rival explorer, Amerigo Vespucci who sailed in 1499.
- o After Columbus' death in 1506, many explorers proved that many of his ideas were wrong.

Another way to involve students is to set up a learning center with books and other materials about exploration, maps showing routes, websites and images depicting 15th and 16th century ships. Explain to students that they are about to embark on a journey at sea. Tell them they will need to decide what items are necessary to survive the adventure. Post the questions below and encourage students to use the center to plan their journey. After the questions are completed, have a class discussion or debate about which groups would most likely survive or not survive and why.

There are endless possibilities, and students' interests should guide teacher choices.

What Would You Take to Sea?

You are about to undertake a long sea voyage.

1. Choose what role you will take on the ship. Do you want to be the captain? A cook? A doctor? A navigator? A crewman? Decide on a role and explain your decision.
2. What type of ship will you choose for your journey? What are your reasons for this choice?
3. Look at the world map or globe in your classroom. Where are you sailing from? What is your destination? Plot a course and use research to support your decisions.
4. What kind of knowledge do you need to steer the ship in the right direction?
5. What supplies will you need to keep the ship sailing?
6. How will you stay clean and healthy?
7. What will you do to ensure your sailors and ship survive the journey?

LESSON PLANS**How did European explorers measure distance?**

Unit of Study: Three Worlds Meet

Focus Question: Which explorers charted and claimed lands in present day New York?

The Teaching Points:

- Students will use map scales to measure distance.
- Students will apply their knowledge of map scales to estimate the distances traveled by European explorers to the new world.

Why/Purpose/Connection:

- This lesson will reinforce student ability to measure distance using map scales while developing an appreciation for the skills needed during the voyages of exploration.

Materials/Resources/Readings:

- Map of the world with scale (wall map or projection from the internet: www.worldsofindia.com).
- Individual student desk maps or atlases
- Local map or US map to be used for teacher modeling
- Rulers to measure distances
- Teacher-made scales for differentiated learners.
- Titles from the Trade Book Text Set
 - *Samuel de Champlain*
 - *Exploring the World*
 - *Henry Hudson*
- Chart paper

Model/Demonstration:

- Teacher explains that distances were very important to ancient travelers since many people thought the world ended at a certain distance past the coast. Many ancient voyages were took place over long distances of land. Time could be calculated using how far one was able to travel within a specified amount of time (example how far one could travel in one day or how far one could go within a certain number of turns of an hour glass)
- Teacher asks: “What features do we find on most maps?” Teacher elicits student responses such as legend, scale of miles, etc. and records them.
- Teacher has students use a dictionary or the internet to locate the definitions of origin and destination (origin: the place where something begins; destination: the place to which a person is going).
- Using a class map, overhead projection or the internet, teacher demonstrates the use of scale on maps. Teacher selects a point of origin and a destination and models how to measure distance and the method of conversion for the scale being used.

Differentiation:

- Students with math difficulties can use the teacher created measuring device or hand-made scale that has the converted mileages indicated on it. Using this scale,

students can add the accumulation of measured segments instead of converting the measurements into distances first and then adding the segments.

- Advanced/Gifted students can estimate the duration of each journey or each segment of the journey. They should explain how they calculated the conversion of distance to time.

Guided Practice:

- Teacher asks student volunteers to calculate the distance between a place of origin and a destination on a map. Students show their calculations on the board. To scaffold this activity have students examine distances that can be covered in the span of one ruler or one teacher-made scale.
- Teacher asks students to measure and convert distances that involve two or more segments so that students will learn to add the segments to determine the total distance covered. Students show their work on the board.
- Teacher explains that students will work in pairs and select one of the European explorers the class has studied. Pairs will identify the point of origin of one of the explorer's voyages and the destination. They will use their knowledge of map scale to compute the distance traveled.

Independent Exploration:

- Student pairs select one of the European explorers of New York State. They research the points of origin of their voyages and the destinations and list them on a chart. Then they use either a desk map, atlas, internet map, or other map to measure and convert the distances their explorer traveled on each of his voyages.
- Student pairs show their calculations, whether it be conversion, summations or both.

Share/Closure:

- Teacher has student pairs share their findings with the class and explain the process they used to reach their conclusions.
- Students write a reflection on the distances their explorer traveled and compare the distances to distances they might have traveled.

Assessment:

- Teacher collects the math work that students completed to evaluate their understanding of map scale and the accuracy of their calculations of distance.

Next Steps:

- Students create maps of voyages that include scale and distance in their explorer projects.

Henry Hudson

Unit of Study: Three Worlds Meet

Focus Question: Which explorers charted and claimed lands in present day New York?

The Teaching Points:

- Students will understand the motivation for, and key events of, Henry Hudson's voyages of exploration.
- Students will read and select key information.

Why/Purpose/Connection:

- To learn what motivated early explorers and European countries to explore the New World while developing an understanding of the challenges of exploration and settlement.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *Exploring the New World*
 - *Exploring in North America*
 - Books & Maps from the *Exploring History Through Primary Sources-Exploration*
 - *Henry Hudson: Seeking the Northwest Passage*
 - *What Do You Know About The Age of Exploration?*
- "Henry Hudson" poem
- Biography of Henry Hudson

Model/Demonstration:

- Teacher reads the poem "Henry Hudson" and asks students to list five facts that they learned about the explorer from listening to the poem. (*Teacher note: Poem may be read twice with students generating a list of facts after the second reading.*)
- Teacher asks, "What did you learn about Henry Hudson?" Teacher charts student responses.
- Teacher explains that students will work in pairs to read the biography of Henry Hudson. Each pair will develop a list of key dates and events in Hudson's four voyages of exploration. The pairs will then choose one event to describe and illustrate. *Teacher note: Each pair may be assigned a specific event to describe and illustrate.* The descriptions and illustrations will be used later to create a class timeline of the voyages of Henry Hudson.

Differentiation:

- Students choose from a variety of texts that reflect a spectrum of reading levels and include images for text support.
- Teacher provides lists of key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.

Independent Practice/ Exploration:

- Students work in their pairs to read and discuss the biography of Hudson. Pairs choose a key event to describe and illustrate.

Share/Closure:

- Students share their illustrated descriptions of the key events in the voyages of Henry Hudson.
- Students create a timeline of the key events of Hudson's exploration of New York.
- Teacher facilitates a discussion on Henry Hudson's voyages of exploration. Guiding questions include:
 - "What were Hudson's reasons for exploration?"
 - "What challenges did Hudson face as he explored the region now known as New York?"
 - "What were Hudson's achievements?"

Assessment:

- Teacher rotates among the pairs during the reading to evaluate student need for additional support, to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates the illustrated descriptions of key events.

Next Steps:

- Students chart Hudson's voyages on a map of the Northeastern United States and Canada.

Henry Hudson

<http://www.kathimitchell.com/explpo1.htm#Hudson>

In sixteen hundred and nine
Henry Hudson wasn't at all fine.

On a trip to the northwest
He faced quite a test.

His crew wanted to mutiny
But he convinced them to wait and see.

His ship, the Half Moon,
Reached Maine around noon.

They headed down the coast
But they were unable to boast.

That they had found the passageway
That would have made Hudson's day.

Instead they explored a river and traded for oysters,
Near New York, but not the Cloisters.

Seeing the Tapanzee
Made them happy.

Until they reached Albany and found
That they were not Northwest Passage bound.

Hudson called it a River of Mountains
Even though it had no fountains.

He returned to his English home
But again had to roam.

This time however, his crew set him adrift in the cold
And he was never again seen, it is told.

Henry Hudson

Henry Hudson was born in England in the mid 1500's. He sailed as a crew member with the English explorer, John Davis, who was sailing for the Muscovy Company. Hudson sailed on two more voyages for that company looking for a Northwest Passage, a passage that would allow ships to reach Asia from Europe. Hudson believed that there was a passage through the Arctic that would make it faster and cheaper to trade with Asia. When Hudson didn't find the Northwest Passage, the Muscovy Company refused to pay for any more of his voyages.

Hudson was able to get funds from the Dutch East India Company and left on a small ship called the Half Moon in 1609. Hudson sailed as far south as the Virginia colony at Chesapeake Bay. He then headed north and reached the mouth of the Hudson River in what is now New York City. He was the first European explorer to enter the Hudson River, which is named for him. He sailed up the Hudson River, found it became too shallow and realized this could not be a Northwest Passage. He decided to return home.

When England's King heard that an Englishman had claimed this land in the New World for the Dutch, he ordered Hudson's arrest. The English people were furious since Hudson didn't violate any law and they convinced the King to set Hudson free and let him sail for England. Hudson's fourth voyage was paid for by London merchants called The Company of Gentlemen. He sailed a ship, called the Discovery, and headed northwest where he met a Native American group called the Penobscot. Relationships with the Penobscot were peaceful until Hudson's first mate, Robert Juet, led a group of men who attacked and stole from the Penobscot.

After that Hudson's crew headed north, navigating around icebergs and arctic storms. His crew lost confidence in him and did not want to continue. When Hudson refused to turn back, Robert Juet led a mutiny. In 1611, they put Hudson, his son and other crew members in a small boat and set them adrift in what is now known as Hudson's Bay. Hudson and his son were never heard from again.

Champlain, Cartier and Verrazano

Unit of Study: Three Worlds Meet

Focus Question: Which explorers charted and claimed lands in present day New York?

The Teaching Points:

- Students will compare and contrast the voyages and contributions of the major explorers of New York State.
- Students will read and select key information from the biographies provided.

Why/Purpose/Connection:

- To add to what was previously learned about early explorers' motivation and European countries desire to explore the New World, while developing an understanding of the challenges of exploration and settlement.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *Exploring the New World*
 - *Exploring in North America*
 - *What Do You Know About The Age of Exploration*
 - *Samuel de Champlain*
 - *Watts Library: Samuel de Champlain*
 - *Discover the Life of an Explorer: Samuel de Champlain*
 - *Samuel de Champlain: From New France to Cape Cod*
 - Books & Maps from the *Exploring History Through Primary Sources-Exploration*
- Biographies of Samuel de Champlain, Jacques Cartier and Giovanni da Verrazano.
- “Early Explorers of New York” chart
- Teacher and individual student copies of map of New York State
- Colored pencils or markers

Model/Demonstration:

- Teacher asks: “What were the key events in the exploration voyages of Henry Hudson?” Teacher facilitates a review of what the students learned about the explorer.
- Teacher displays the map of New York State and asks for student volunteers to trace and label Hudson’s routes and the areas he explored.
- Teacher distributes the biographies of Samuel de Champlain, Jacques Cartier and Giovanni da Verrazano and explains that they also explored the land now known as New York State.
- Teacher distributes the “Early Explorers” chart to students.
- Teacher explains that students will work in groups of 4-5 to read the biographies and use the information to complete the chart. They will then trace the routes of the three explorers on the map of New York State.

Independent Practice/ Exploration:

- Students work in their groups to read and discuss the biographies of Champlain, Cartier and Verrazano. They will use the readings to complete the “Early Explorers” chart. They will then trace the routes of the three explorers on a map of New York State.

Differentiation:

- Students choose from a variety of texts that reflect a variety of reading levels and include images for text support.
- Teacher provides lists of key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.

Share/Closure:

- Students share their Early Explorers chart and teacher makes one large class chart for display.
- Student volunteers trace the routes of Champlain, Cartier and Verrazano on the class map of New York State.
- Teacher facilitates a discussion of the early explorers of New York State. Guiding questions include:
 - “How did these four explorers contribute to the settlement of New York?”
 - “What evidence remains today of the influence of Champlain, Cartier and Verrazano?”
 - “If these explorers sailed for the French and the Dutch, why do you think we speak English?”

Assessment:

- Teacher rotates among the groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.
- Teacher uses the charts to assess student understanding.

Next Steps:

- Students make a timeline of European exploration of New York State.

Giovanni da Verrazano

Giovanni da Verrazano was born in Tuscany, Italy. He was a sea captain, hired by France's King Francis I, to explore the coastline of North America. In January 1524 he sailed a ship called the *Dauphine*. He was looking for a way to Asia and thought that he had discovered an "Oriental" Sea near the North Carolina coast. He traveled up the coast to Maine, keeping a journal of every detail of the trip.

Verrazano and his crew were the first Europeans to view the Hudson River, New York Bay and Cape Cod. The French tried to keep this "Oriental Sea" a secret. Word got out and eventually it was found that Verrazano had not discovered a shorter way to Asia. This led many other Europeans explorers to seek a shorter route to Asia.

Jacques Cartier

Jacques Cartier, a French explorer, was born in 1491. His father was a fisherman, who took him on many fishing trips to the Grand Banks in Newfoundland. Interested in exploring beyond the Grand Banks, Cartier learned to navigate and became captain of his own fishing boat.

The King of France asked Cartier to find a northern passage from North America to Asia. He made three trips between 1534 and 1541. Cartier was the first European to travel on the St. Lawrence River, exploring the islands of Eastern Canada, but he didn't find a Northwest Passage.

On his last voyage he hoped to establish a French colony in Canada. He couldn't get hardworking people to settle the new lands and the colony was unsuccessful.

Samuel de Champlain

Samuel de Champlain was born around 1567 in Brouage, France. His father, Antoine was a sea captain. In 1599, Champlain sailed to the Caribbean and returned to Spain in 1603, giving France's King Henry the IV a book with maps and illustrations of the New World. King Henry was impressed and wanted a French settlement in the New World to add to France's wealth. After giving Champlain money and a noble title, King Henry sent him back to the New World to look for a shorter route to Asia and to establish a fur trading settlement.

Champlain set sail with three ships in March of 1603. When Champlain landed in what is now Eastern Canada, he befriended a group of Montagnais Indians. He traded with them for beaver pelts and dry cod fish. He returned to France to tell the King that he had found the perfect spot for a settlement. He was sent back to make reports and maps and to make peace with the native peoples, while searching for gold and silver.

Champlain started a settlement called Habitation, along the St. Lawrence River in 1608. This settlement is modern day Quebec City. During his time in New France, Champlain fought alongside Huron and Algonquian Indians against their enemies, the Iroquois. Before his death, Champlain picked the sight for a new settlement, which is now Montreal. In 1628, the English captured Habitation and Champlain was sent into exile in England. He ultimately returned to rebuild the settlement at Habitation where he died in 1635.

Early Explorers of New York State

Explorer	Voyages	Challenges	Contributions

How did the Dutch West India Company contribute to the settlement of New York?

Unit of Study: Three Worlds Meet

Focus Question: How did New Amsterdam develop and change under Dutch and later, British governance?

The Teaching Points:

- Students will learn how The Dutch West India Company was responsible for the early settlement of New York.
- Students will learn that the origin of New York as a commercial center of the world began with the Dutch West India Company.
- Students will conduct research and synthesize information using a graphic organizer.

Why/Purpose/Connection:

- To understand the economic factors related to the Dutch West India Company establishment of New Amsterdam colony and how early Dutch colonial leaders contributed to the diversity of the settlement population.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *New York as a Dutch Colony*
 - *The Dutch in New Amsterdam*
 - *Dutch Colonies in the Americas*
 - *Life in New Amsterdam*
 - *The History of Early New York*
 - *A Primary Source History of the Colony of New York*
- Website:
 - <http://pbskids.org/bigapplehistory/early/topic5.html>
- Research Task 1 and Research Task 2 sheets
- “The Dutch Settle New York” cause and effect graphic organizer
- Computers with Internet access

Model/Demonstration:

- Teacher says, “Today we are going to learn about the Dutch West India Company.”
- Teacher asks, “What might the name ‘Dutch West India Company’ suggest about its origin and purpose?” Students conduct a brainstorm and teacher charts responses.
- Teacher says, “You are going to work in groups to complete two research tasks to gather the information. The first task involves going to a website to find the answers and the second task involves looking through a book to find the answers. I am going to divide the class into two groups. One group will complete the research using the computer, and the other will use the book. Each group will record their answers to the questions on the task sheet. After each group has completed its research sheet, it will share the information with the other group.”

Differentiation:

- Teacher provides lists of key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.

Independent Practice/ Exploration:

- Students work in their groups to conduct research and complete the questions on the graphic organizer. Each group then determines how it will present its research to the other group.

Share/Closure:

- Student groups share their research information with the class. While one group is presenting, the other takes notes on the information.
- Teacher facilitates a discussion of the role of the Dutch West India Company in the settlement of New York. Guiding questions include:
 - “How did the Dutch West India Company contribute to the development of New York as an economic center?”
 - “How did the company contribute to the diversity that is evident in New York today?”

Assessment:

- Teacher rotates among the groups during the reading and categorizing to evaluate student need for additional support, how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher uses the cause and effect graphic organizer to assess student understanding.

Next Steps:

- Students complete the “Dutch Settle New York” cause and effect graphic organizer.

Research Task # 1

Find the answers to the following questions on Big Apple History

<http://pbskids.org/bigapplehistory/early/topic5.html>

1. How did the Dutch West India Company make its money?
2. What happened as a result of the Dutch West India Company's rush to fill the colony with settlers?
3. What was the population of New Amsterdam like in 1643?
4. What were common jobs at that time?
5. Enlarge the image named New Amsterdam. What can you learn about all of the people in the picture?

Research Task # 2

Find the answers to the following questions in New York as a Dutch Colony by Jane Levy

6. Why were the Dutch eager to set up a colony in America?
7. What country do Dutch people come from?
8. What was the Dutch colony first named?
9. Why did the colonists move to Manhattan? What did they call their village?
10. Who was responsible for getting people to settle in the colony?
11. What was the Patroon System?

The Dutch Settle New York

CAUSE	EFFECT
The Netherlands were wealthy.	
Native American tribes were fighting each other near early settlements.	
The Patroon system offered a great deal to new settlers.	
The leaders of the Dutch colony encouraged cultural diversity.	
New settlers needed cheap laborers to do the dirty work like chop down trees, build houses, and make streets.	
The land at the time was covered with trees, the soil was rich, and the forests were packed with animals.	

What was daily life like in colonial New Amsterdam?

Note: This lesson can be completed over two days.

Unit of Study: Three Worlds Meet

Focus Question: How did New Amsterdam develop and change under Dutch and later, British governance?

The Teaching Points:

- Students will learn about daily life in colonial New Amsterdam.
- Students will analyze primary source documents to gain and interpret information.

Why/Purpose/Connection:

- To understanding 17th century life in colonial New Amsterdam and the impact of Dutch colonization on the development of modern New York.

Materials/Resources:

- Titles from the Trade Book Text Set
 - *...If You Lived in Colonial Times*
 - *Dutch Colonies in the Americas*
 - *The Dutch in New Amsterdam*
 - *What people wore in Early America*
 - *New York as a Dutch Colony*
 - *Life in New Amsterdam*
- Images of the Jan Martense Schenck House
 - http://www.brooklynmuseum.org/exhibitions/decorative_arts/period_rooms/sc_henck/jan_martense/index.php
 - http://archivesandresearch.net/images/bushwick_farms_s_house.jpg
- “Life in Colonial New Amsterdam” chart

Model/Demonstration:

- Teacher projects the images of the Jan Martense Schenck house and explains that the house is an example of a Dutch home of 17th Century New Amsterdam.
- Teacher asks students to view the images and turn and talk with a partner: “What is similar to your home and what is different?” Teacher charts student responses.
- Teacher facilitates a discussion of homes in colonial New Amsterdam. Guiding questions include:
 - “Of what materials were homes in New Amsterdam constructed?”
 - “What were the important features of this house?”
 - “What might have been the purpose or function of these features?”
 - “What might the inside of the house have looked like?”
- Teacher distributes the “Life in Colonial New Amsterdam” chart and models summarizing and recording the information in the appropriate box on the chart.
- Teacher explains that students will work in groups of 4-5 to research and summarize information on life in colonial New Amsterdam. They will record the information in the appropriate box on the chart. Each group will be assigned one of the topic headings to present to the class. Groups may choose to create a skit, a series of images or drawings, or to present an oral presentation.

Independent Practice/Exploration:

- Students work in groups to research and summarize information on various aspects of life in colonial New Amsterdam. Each group is assigned one of the topic headings to further research. The group then decides on the format of their presentation to the class and prepares the presentation.

Differentiation:

- Students choose from a variety of texts that reflect a spectrum of reading levels and include images for text support.
- Teacher provides lists of key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.
- Students select a presentation format based on learning style.

Share/Closure:

- Student groups present their aspect of life in colonial New Amsterdam. The class adds new information to their “Life in Colonial New Amsterdam” charts.
- Teacher facilitates a discussion of colonial life. Guiding questions include:
 - “How did the Dutch colonists utilize the resources and geography of New Amsterdam to meet their basic needs and wants?”
 - “How did the colonists integrate the customs and values of Europe into their life in New Amsterdam?”
 - “What evidence of Dutch colonial life can we see today in New York?”
 - “How does life in colonial New Amsterdam compare to life in New York today?”

Assessment:

- Teacher rotates among the groups during the research to evaluate student need for additional support, how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates the “Life in Colonial New Amsterdam” charts for student ability to summarize information.
- Teacher evaluates the group presentations using rubrics.

Next Steps:

- Students visit the Brooklyn Museum to see the Jan Martense Schneck house.
- Students go on a neighborhood walk to identify examples of Dutch architecture.
- Students research Dutch place names in New York and identify them on a map of the city.

Life in Colonial New Amsterdam

Clothing	
Food	
Toys and Games	
School	
Homes	
Farms	
Daily Life	

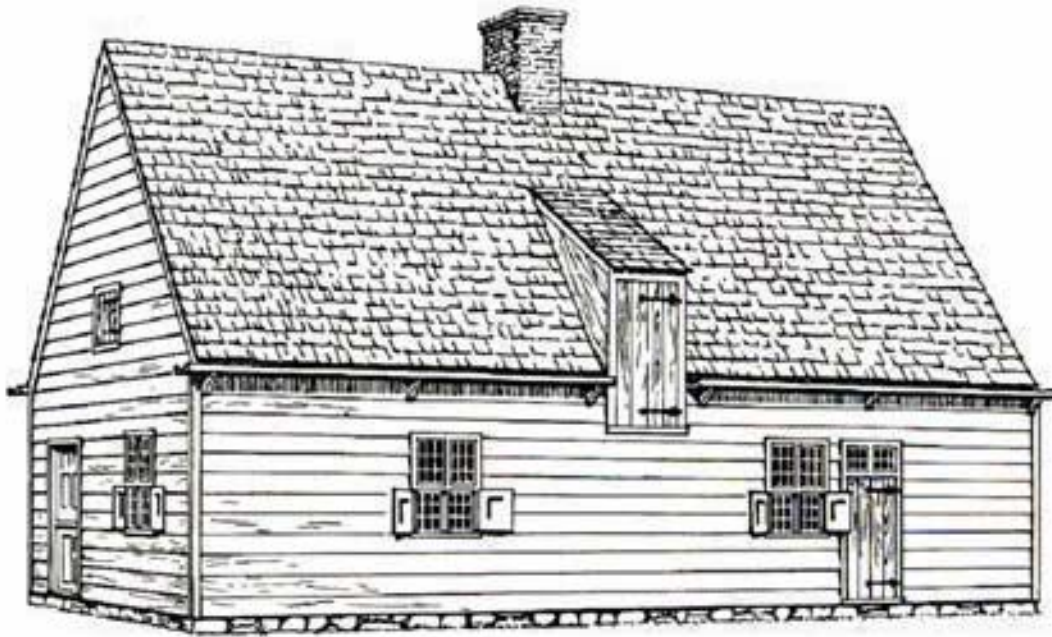
Jan Martense Schenck House Restoration

http://www.brooklynmuseum.org/exhibitions/decorative_arts/period_rooms/schenck/jan_martense/index.php



Jan Martense Schenck House

http://www.brooklynmuseum.org/exhibitions/decorative_arts/period_rooms/schenck/jan_martense/index.php



THE JAN MARTENSE SCHENCK HOUSE
MILL ISLAND, FLATLANDS (BROOKLYN), NEW YORK
BUILT ABOUT 1675

Jan Martense Schenck House

http://archivesandresearch.net/images/bushwick_farms_s_house.jpg



What were the different perspectives on the purchase of Manhattan?

Unit of Study: Three Worlds Meet

Focus Question: How did the European exploration affect the lives of Native Americans, Europeans and Africans?

The Teaching Points:

- Students will learn how Manhattan became part of the Dutch settlement of New Amsterdam.
- Students will understand point of view and how different perspectives affect events in history.
- Students will analyze primary source documents.
- Students will create a visual representation (tableau) to support a position or point of view.

Why/Purpose/Connection:

- To understand the impact of Dutch settlement on the Native American peoples and that perception of land use and concept of ownership differed between Europeans and Native Americans.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *The Colony of New York*
 - *The History of Early New York*
 - *New York as a Dutch Colony*
 - *The New York Colony*
 - *A Primary Source History of the Colony of New York*
- Websites:
 - http://teachpol.tcnj.edu/amer_pol_hist/fi/00000002.htm
 - <http://www.thebeadsite.com/FRO-MANG.html>
- “The Purchase of Manhattan” by Percy Moran
- “A Brief History of the Purchase of Manhattan”
- Transcription of “The Peter Schaghen Letter”
- Handout on creating a tableau

Model/Demonstration:

- Teacher asks: “What happens when two groups of people live on the same piece of land?” “Who decides who owns the land?” “What happens when one group owns a piece of land and another group lives on it?” Teacher charts student responses.
- Teacher explains that Native Americans and Europeans had a different concept of land ownership. Europeans felt that when a person or country bought land they owned it and had the sole right to use it. The Native Americans saw land as a resource for everyone that could not be owned by one person or a group of people. They also didn’t think of land rights as permanent.
- Teacher distributes copies of the transcription of “The Peter Schaghen Letter” and projects a copy for a shared reading. During the shared reading, teacher asks,
 - “What resources made Manhattan valuable?”
 - “Why would the Dutch settlers want to purchase the island from the Native Americans?”

- Teacher distributes copies of “A Brief History of the Purchase of Manhattan” and projects a copy for a shared reading. During the shared reading, teacher asks,
 - “What was the Dutch attitude toward the Native Americans who lived on Manhattan?”
 - “How did the Dutch plan to deal with the issue of ownership of the island?”
 - “What role did Peter Minuet play in the decision to purchase Manhattan?”
- Teacher explains that students will work in groups of 4 -5 to look at the painting, “The Purchase of Manhattan,” which represents Peter Minuet and the Lenape. Each person in the group will complete the “Thinking About Images” template. The group will then share its responses to the painting and discuss how the artist interpreted the purchase of Manhattan. The groups will consult *The New York Colony* and *New York as a Dutch Colony* and gather additional information on the event. Each group will then create a tableau based on the painting and their research about the event.

Independent Practice/ Exploration:

- Students groups view the painting, “The Purchase of Manhattan” and complete the “Thinking About Images” template. The groups conduct additional research on the historical event and create a tableau that depicts the event or one aspect of the event.

Differentiation:

- Teacher provides lists of key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.

Share/Closure:

- Student groups present their tableaux to the class. Students interact with the tableau by tapping characters on the shoulder and asking them questions in response to their monologues.
- Teacher facilitates a discussion of the purchase of Manhattan: Guiding questions include:
 - “How did the Dutch and Lenape view of land ownership differ?”
 - “How did this difference affect the purchase of Manhattan?”
 - “How might the different concepts of land ownership have affected relationships between Native Americans and the Dutch?”
 - “Did the Dutch take advantage of the Lenape’s beliefs about land ownership?”
 - “Why or why not?”

Assessment:

- Teacher rotates among the groups during the viewing and analysis to evaluate student need for additional support, how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher assesses the tableaux using a rubric.

Next Steps:

- Students write a journal entry from the perspective of the Lenape that describes his/her reaction to the sale of Manhattan.

A Brief History of the Purchase of Manhattan

<http://www.thebeadsite.com/FRO-MANH.html>

In January 1625 the ship *Orange Tree* left Amsterdam for New Netherlands with William Verhulst, who was to become the second governor of the colony and Peter Minuit, who was to succeed him. Verhulst had instructions from the merchant group, known as the West India Company, who were financing the building of the colony. The instructions read in part:

In case any Indian should be living on the aforesaid land or make any claim upon it or any other places that are of use to us, they must not be driven away by force or threat, but by good words be persuaded to leave, or be given something therefor to their satisfaction, or else be allowed to live among us, a contract being made thereof and signed by them in their manner, since such contracts upon other occasions maybe very useful to the Company.

Further instructions were sent out to Verhulst on 22 April 1625 telling him much the same thing and specifically mentioning trade goods. So, the governor was explicitly instructed to pay something for the land they were to settle on if need be. Verhulst didn't last very long and was sent home in disgrace on the *Arms of Amsterdam* on 23 September 1626. In the meantime, Minuit had become governor and on 11 May 1626 wrote a letter to one of the other colonists instructing him to buy Manhattan Island, which had not been the colony's first choice.

Transcription of “The Peter Schaghen Letter”

http://teachpol.tcnj.edu/amer_pol_hist/fi/00000002.htm

November, 1626

High Mighty Sirs,

Here arrived yesterday the ship Arms of Amsterdam which sailed from New Netherlands out of the Mauritius Rover on September 23: they report that our people there are of good courage and live peaceably. Their women, also, have borne children there, they have bought the island Manhattes (Manhattan) from the wild men (Native Americans) for the value of sixty guilders, is 11,000 morgens in extent. They sowed all their grain in the middle of May, and harvested it the middle of August. Thereof being samples of summer grain, such as wheat, rye, barley, oats, buckwheat, canary seed, small beans and flax. The cargo of the aforesaid ship is:

- 7246 beaver skins
- 178 otter skins
- 675 otter skins
- 48 mink skins
- 36 wild-cat (lynx) skins
- 33 minks
- 34 rat skins

Many logs of oak and nutwood. Herewith be ye High Mighty sirs, commended to the Almighty's grace, In Amsterdam, November 5, Ao. 1626

Your High Might.'s Obedient,

P. Schaghen

The Purchase of Manhattan **Percy Moran**

http://www.askart.com/AskART/photos/SHA20061026_3501/206.jpg



THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

Creating a Tableau

<http://www.learner.org/channel/libraries/makingmeaning/makingmeaning/support/lesson6.pdf>

For Teacher Tools and Student Activity Sheets, go to the *Making Meaning in Literature* Library Web site at www.learner.org/envisioningliterature

Tableau is an instructional strategy in which students form a still or frozen picture that represents a character, scene or concept. Tableaux allow students to demonstrate their learning and understanding through positions and facial expressions. A tableau is physically created by the participants as a dance or a dramatic work. A tableau can be performed in conjunction with a freeze activity, or it may be planned and rehearsed for a given purpose.

Procedure for creating a tableau:

- Arrange students in groups of four to five.
- Ask students to select a group leader for the purpose of organizing the scene and for communicating readiness to the teacher. Groups should also select a recorder.
- Assign a specific image or piece of text to each group. Allow students to discuss the image or text to determine its important components.
- Ask students to meet in their groups for the purpose of determining their scene, identifying the significance of the scene, the roles the characters play, and how to form the tableau with the group members and props (allow up to two props per group).
- Allow students to meet in their groups for 15 minutes to develop their scene. Students will present their scenes the following day in class, after they have had time to gather their props.
- Suggest to students that they prepare the scene in a corner of the classroom where classmates cannot see or hear what they are doing.
- Tell them that the audience will be allowed to tap characters in the scene and hear what they have to say about their scene and their role in the action.
- Once the model group is ready to present, ask students to put their heads down as the group is forming its “frozen” scene.
- Once the group is in position, invite students in the audience to look up and view the frozen scene.
- Teacher leads the audience participation by calling on students from the class to identify the scene and its importance.

What was life like for Native Americans in colonial New Amsterdam?

Unit of Study: Three Worlds Meet

Focus Question: How did European exploration affect the lives of Native Americans, Europeans and Africans.

The Teaching Points:

- Students will learn how the Native Americans and Dutch colonists worked to co-exist in New Amsterdam.
- Students will learn the role that William Kieft and Peter Stuyvesant played in the interactions between Native Americans and the Dutch.

Why/Purpose/Connection:

- To understand how the Native American peoples of New Amsterdam and the Dutch government and colonists worked to cooperate and maintain peaceful co-existence.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *New York as a Dutch Colony*
 - *The Dutch in New Amsterdam*
 - *Dutch Colonies in the Americas*
 - *Life in New Amsterdam*
 - *The Colony of New York*
 - *The New York Colony*
 - *The History of Early New York*
 - *A Primary Source History of the Colony of New York*
- “History of Harlem” reading
- “Native Americans in New Amsterdam” reading
- Websites:
 - <http://pbskids.org/bigapplehistory/early/topic7.html>
 - <http://www.nnp.org/vtour/regions/Manhattan/haarlem.html>
 - http://en.wikipedia.org/wiki/Willem_Kieft
 - <http://www.newsday.com/community/guide/lihistory/ny-history-hs305a.0.6043582.story>
- “Conflict and Cooperation” graphic organizer

Model/Demonstration:

- Teacher facilitates a brainstorm around how diverse groups of people co-exist peacefully. Guiding questions include:
 - “How do diverse groups of people co-exist peacefully?”
 - “What happens when the needs and interests of two groups come into conflict?”
 - “Who determines how the conflict is settled?”
 - “What means are used to reach agreement?”
- Students brainstorm responses and share with the class. Teacher charts student responses.

- Teacher distributes copies of the “Cooperation and Conflict” graphic organizer and reviews it with the class.
- Teacher projects a copy of “Native Americans in New Amsterdam” and distributes individual copies to students for a shared reading. Students are asked to note sentences/ phrases that reflect cooperation and conflict between the Native Americans and the Dutch in colonial New Amsterdam.
- After the shared reading, students share their sentences/ phrases.
- Teacher explains that students will work in groups of 4 – 5 to read the “History of Harlem” document, visit the websites, and use the titles in the trade book text set to research additional information on the relationship between the Native Americans and the Dutch. Groups will add the new information to the graphic organizer.

Differentiation:

- Students choose from a variety of texts that reflect a spectrum of reading levels and include images for text support.
- Teacher provides lists of key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.

Independent Practice/ Exploration:

- Students work in their groups to read and discuss the “History of Harlem”, visit the websites, and conduct research using the titles in the Trade Book Text Set. Each group adds information to the graphic organizer.

Share/Closure:

- Student groups take turns adding one new piece of information to the class “Conflict and Cooperation” graphic organizer. The groups continue taking turns until there is no new information to add.
- Teacher facilitates a discussion of cooperation and conflict between the Native Americans and Dutch in colonial New Amsterdam. Guiding questions include:
 - “What challenges faced the Native Americans and the Dutch as they worked to co-exist?”
 - “What role did William Kieft and Peter Stuyvesant play in the interactions between the Native Americans and the Dutch colonists?”
 - “In what other ways might the conflicts between both groups have been resolved?”

Assessment:

- Teacher rotates among the groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the pairs/ groups are managing their time, how well they are working independently and cooperatively.
- Teacher uses the graphic organizer to assess student understanding.

Next Steps:

- Students assume the role of the Director-General of New Amsterdam and write a list of laws governing the interactions between the Native Americans and the Dutch.
- Students research other examples of interactions between Native Americans and Europeans in colonial America and compare them to New Amsterdam.

History of Harlem

<http://www.nyc-architecture.com/HAR/HAR-History.htm>

All the area north of what is now 59th Street was called "Muscoota" by the Manhattan Indians. Muscoota means "flat place". This flat place was good for growing food and this is why many of the Manhattan Indians lived in this part of Manhattan. When the Dutch arrived and took over the lower, southern part of the island - "Nieuw Amsterdam", they left the native Indians pretty much to themselves in the northern part.

One trader, Mynheer Hendrick de Forest became the first European to set foot in Muscoota. He liked it immediately. After a while, he built a house, planted some crops and began living in Muscoota, all without asking the Native Americans if he could. Later on, other Dutchmen and women followed suit and began to move into Muscoota too.

War broke out with the Native Americans after the Governor at the time, Kieft indiscriminately and arbitrarily sentenced some Native Americans to death. The Manhattan Indians retaliated and killed all of the settlers. The arrival of Governor Peter Stuyvesant changed Muscoota forever. Governor Stuyvesant built a town in Muscoota and named it "Nieuw Haarlem." With the arrival of the English in 1664 Nieuw Haarlem's name was changed to "Harlem."

Native Americans in New Amsterdam

<http://www.rootsweb.ancestry.com/~pasulliv/settlers/settlers24/settlers24.htm>

In early 1643, the River Indians were attacked by the Mohawks and fled to the area of the Dutch settlements for protection. Director General Willem Kieft allowed an expedition against the River Indians with the result that 120 Indians were slaughtered. Fearing reprisal and the possibility that the Long Island Indians would form an alliance with the River Indians, five settlers of Long Island -- one of whom was Hans Bergen -- petitioned Kieft for approval to attack the Brooklyn Indians. The petition was refused, but permission was given "in case they evince a hostile disposition, every man must do his best to defend himself."

Interpreting this statement very broadly, a secret expedition was carried out, in which three Indians were killed and two wagonloads of corn were stolen. As a consequence, the Long Island Indians did form an alliance with the River Indians against all the Dutch settlements. The settlements were destroyed and the settlers had to flee to New Amsterdam for protection. Not until spring of the following year, when the Indians were preparing to plant corn, did peace return.

Native Americans and The Dutch: Cooperation and Conflict

Source	Cooperation	Conflict	Key People

What was life like for Africans in colonial New Amsterdam? Part 1

Note: This lesson should be completed over two days.

Unit of Study: Three Worlds Meet

Focus Question: How did European exploration affect the lives of Native Americans, Europeans and Africans?

The Teaching Points:

- Students will learn about what life was like for Africans in New Amsterdam.
- Students will learn about the impact of the African slave trade on the development of New Amsterdam.
- Students will analyze primary source documents to understand different perspectives.

Why/Purpose/Connection:

- To understand the impact of the colonial slave trade on the lives of enslaved Africans and the contributions of Africans to the development of New Amsterdam.

Materials/Resources/Readings:

- Reproduction of “Slave Sale Advertisement” (1669)
- Reproduction of “Slave Auction” (1655)
- Engraving of “Nieu Amsterdam” (1642/ 1643)
- “Director Stuyvesant to the Directors at Amsterdam” (1664) (Edited)
- Titles from the Trade Book Text Set:
 - *Immigration and the Slave Trade*
- Teacher and student copies of the “Document Analysis Sheet”
- Chart paper
- Markers
- *Inspiration* software (if available)

Model/Demonstration:

- Teacher explains that students will learn how historians gather information and draw conclusions about events.
- Teacher explains that historians are like detectives who find clues and put together puzzle pieces until a more complete picture emerges.
- Teacher facilitates a class discussion on the question: “What is an historian?”
Guiding questions include:
 - How do historians know what they know?
 - What types of sources do they use as evidence?
 - What evidence do historians gather from their sources?
 - How do historians make inferences from the evidence they gather?
- Teacher asks students to brainstorm their prior knowledge of slavery. Guiding questions for the brainstorm include:
 - What do you know about slavery?
 - How did you learn about this topic?
 - What resources did you and your teachers use to introduce this topic?

- Teacher explains that today the class will learn about slavery in the colony of New Amsterdam.
- Teacher asks: “Before we begin our historical research, what questions do you have about slavery in the colony of New Amsterdam?”
- Teacher records student responses on chart paper, chalkboard, or an *Inspiration* template.

Guided Practice:

- Teacher introduces the “Document Analysis Sheet” and explains the three categories (“What I See”, “What I Think” and “What I Wonder”). Teacher explains that the class will look at a primary source document and record their responses to each category.
- Teacher projects the primary source document, “A Slave Sale Advertisement” and reads it aloud.
- Teacher asks students to list what they see. Teacher elicits student responses and lists them in the appropriate box on the graphic organizer.
- Teacher then asks students to study the document a second time and list what they think about the document. Teacher elicits student responses and lists them in the appropriate box on the graphic organizer.
- Teacher asks students to generate two questions they have about the document. Teacher elicits student responses and lists them in the appropriate box on the graphic organizer.
- Teacher facilitates a discussion of the document. Guiding questions include:
 - What was the purpose of this advertisement?
 - How are the enslaved Africans portrayed in the advertisement?
 - What made this shipment of enslaved Africans more valuable to the colonists?
 - What does this advertisement tell us about the attitude of the colonists toward slavery?
- Teacher explains that students will work in groups of 4-5. Each group will study a document on the topic of slavery in New Amsterdam and discuss it. They will then record their responses on their individual copies of the “Document Analysis Sheet”.

Differentiation:

- Teacher reviews key vocabulary for ELLs and struggling readers.
- Teacher assigns documents based on strengths/ learning styles of the group.

Independent Exploration:

- Students work in their groups to view and discuss one of the documents on slavery in New Amsterdam:
 - A Picture of a Slave Auction
 - “Nieu Amsterdam”
 - Director Stuyvesant to the Directors at Amsterdam
 - Black Landowners in Manhattan’s “Land of the Blacks”
- Groups record their observations, inferences and questions on the “Document Analysis Sheet”. Groups may use the discussion starters as prompts for their discussion of the document.
- Each group comes to consensus on two questions that they will pose to the class.

Assessment:

- Teacher confers with student groups during the activity to answer questions, facilitate discussion where necessary, and monitor progress.

Share:

- Student groups share their documents and their observations and inferences from the “Document Analysis Chart”.
- Each group poses two questions that they have based on their study of their document. Teacher records the questions on the large “Document Analysis Sheet”
- Teacher facilitates a class discussion of the process historians use to analyze documents. Guiding questions include:
 - How did the process of looking at a document add to your understanding of the history of enslaved Africans in New Amsterdam?
 - How did working in a group to discuss your observations support your understanding of the document?
 - How was this process similar to what a historian does to learn about the past? How was it different?
 - How might you go about finding the answers to your questions about slavery in New Amsterdam?

Slave Sale Advertisement (1669)

http://www.pbs.org/wnet/newyork/laic/episode1/topic3/e1_t3_s2-1s.html



TO BE SOLD on board the
Ship *Bance-Island*, on tuesday the 6th
of *May* next, at *Apley-Ferry*; a choice
cargo of about 250 fine healthy
NEGROES,
just arrived from the
Windward & Rice Coast.
—The utmost care has
already been taken, and
shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from *Charles-Town* prevented.
Austin, Laurens, & Appleby.
N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.

Key Vocabulary: Trans-Atlantic slave trade, small pox

Slave Auction (1655)

http://www.pbs.org/wnet/newyork/laic/episode1/topic3/e1_t3_s2-1s.html



Key Vocabulary: Dutch West India Company, Trans-Atlantic slave trade, Slave auction.

Guiding Questions:

- What is happening in this picture?
- What emotions do you think the African is feeling? What evidence supports your inference?
- Who is the man in the foreground of the picture? What do you think he is doing and/or thinking?
- What is the artist trying to tell the viewer about slavery?

“Nieu Amsterdam”

An engraving from 17th Century New Amsterdam showing a group of enslaved Africans doing the work of the city

(From I.N. Phelps Stokes, *The Iconography of Manhattan Island*)

<http://digitalgallery.nypl.org>



Key Vocabulary: New Amsterdam, Peter Stuyvesant

Guiding Questions:

- What is taking place in this engraving?
- What do the people in the foreground represent? How do you know?
- What other images and symbols are represented in this woodcut? What do you think they represent?
- What is the artist trying to tell you about life in New Amsterdam?

Director Stuyvesant to the Directors at Amsterdam (1664) (Edited)

Elizabeth Donnan, *Documents Illustrative of the History of the Slave Trade to America*.

This day arrived here your Honors' Vessel, the Musch [Sparrow], with forty head of slaves, sent to us by Vice Director Beck to procure provisions and all sorts of timber work, fix ox carts and a new mill. The negroes and negresses have all arrived safely and in health, but were, on an average, quite old, and as the skipper alleges, rejected by the Spaniards. . . . They would have brought more, had they not been so old. Five of the negro women, who were, in our opinion, unsalable, have been kept back and remain unsold. In like manner, six negroes also, to help to cut the required timber and to perform some other necessary work for the honorable company.

Key Vocabulary: unsalable

Guiding Questions:

- What were the reasons some enslaved Africans were not sold by the Dutch West India Company?
- What happened to those enslaved Africans?
- What does their treatment by the Dutch colonists reveal about the attitude about enslaved people?

DOCUMENT ANALYSIS SHEET

Directions:

- Study your group's document.
- Fill in the information in the boxes on the chart below:

Title of Document: _____

What I See (my observations)

What I Think (my inferences)

What I Wonder (my questions)

What was life like for Africans in colonial New Amsterdam? Part 2

Unit of Study: Three Worlds Meet

Focus Question: How did the European exploration affect the lives of Native Americans, Europeans and Africans?

The Teaching Points:

- Students will learn about what life was like for Africans in New Amsterdam.
- Students will learn how enslaved Africans were freed and became landowners
- Students will analyze primary source documents to understand different perspectives.

Why/Purpose/Connection:

- To understand the impact of the colonial slave trade on the lives of enslaved Africans and the contributions of Africans to the development of New Amsterdam. .

Materials/Resources/Readings:

- Black Landowners in Manhattan's "Land of the Blacks" (1643-1664)
- Life Stories of Groot Manuel de Gerrit and Dorothy Creole (from "Slavery in New York", New-York Historical Society:
http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf
- Chart paper
- Markers

Model/Demonstration:

- Teacher projects a copy of "Black Landowners in Manhattan's 'Land of the Blacks'" and asks students to engage in a brainstorm around the questions:
 - "What does the title of the document, Manhattan's "Land of Blacks", suggest?"
 - "What do the names of the people tell us about their background?"
 - "What was the purpose of this document?"
- Students share their responses and teacher records them on chart paper.
- Teacher explains that students will work in pairs to read either the "Life Story" of Groot Manuel de Gerrit or Dorothy Creole. Both were Africans living in New Amsterdam during the 17th century. Each pair will then find a pair that read the other "Life Story". (*Note: Students may be assigned to pair groups.*) The pairs will share a summary of the key events in their historical figure's story and write and present a conversation between the two. The conversation should focus on their experiences in the New Amsterdam colony and the events that led to their becoming landowners in the "Land of Blacks". (*Option: Pairs may choose an interview format.*)

Differentiation:

- Teacher reviews key vocabulary for ELLs and struggling readers.
- Students engage in pair reading.

Independent Practice/ Exploration:

- Students work in pairs to read and identify the key events in the life of their historical figure. The pairs identify a complementary pair (one that has read the other “Life Story”) and share the summary of their historical figure. The pairs work together to write a conversation between the figures that reflects their experiences and the events that led to their becoming landowners in colonial New Amsterdam. *(Option: Pairs may choose an interview format.)*

Share/ Closure:

- Student pairs present their conversations between Groot Manuel de Gerrit and Dorothy Creole. The class asks questions of each group.
- Teacher facilitates a discussion of the experiences of Africans in colonial New Amsterdam. Guiding questions include:
 - “Why might the Dutch have been willing to free some of the enslaved Africans and not others?”
 - “Why do you think that some Africans received land in New Amsterdam and others remained enslaved?”
 - “How do the “Black Landowners in Manhattan” document and “Life Stories” you examined today present a different point of view on the lives of Africans in New Amsterdam from the documents we examined yesterday?”
 - “Is half-freedom truly freedom?” “Why or why not?”
 - “What do we learn about the relationship between the Dutch and the Africans from the study of these documents?”

Assessment:

- Teacher confers with student groups during the activity to answer questions, facilitate discussion where necessary, and monitor progress.

Next Steps:

- Students visit the “Slavery and New York” N-YHS website.
- Students write a journal entry from the point of view of one of an enslaved African in New Amsterdam.

1643-1664. Black Landowners in Manhattan's "Land of the Blacks"

H. Dodson *et al.*, ed. (2000). *The Black New Yorkers*. NY: Wiley, 23.

Landowner	Date Received
Catalina Anthony (widow of Jochem)	July 13, 1643
Domingo Anthony	July 13, 1643
Cleyn (Little) Manuel	Dec. 1643
Manuel Gerrit de Reus	Dec. 1643
Manuel Trumpeter	Dec. 12, 1643
Marycke (widow of Lawrence)	Dec. 12, 1643
Gracia D'Angola	Dec. 15, 1644
Simon Congo	Dec. 15, 1644
Jan Francisco	Dec. 15, 1644
Pieter San Tomé	Dec. 15, 1644
Manuel Groot (Big Manuel)	Dec. 21, 1644
Cleyn (Little) Anthony	Dec. 30, 1644
Paulo D'Angola	Dec. 30, 1644
Anthony Portuguese	Sept. 5, 1645
Anna D'Angola (widow of Andries)	Feb. 8, 1647
Francisco D'Angola	March 25, 1647
Anthony Congo	March 26, 1647
Bastiaen Negro	March 26, 1647
Jan Negro	March 26, 1647
Manuel the Spaniard	Jan. 18, 1651
Mathias Anthony	Dec. 1, 1655
Domingo Angola	Dec. 2, 1658
Claes Negro	Dec. 2, 1658
Francisco Cartagena	Dec. 2, 1658

Groot Manuel de Gerrit

Adapted from: http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf

Manuel was a sailor on a Spanish or Portuguese ship in the 1620s. West Africans sometimes worked on European ships, and they sometimes had European names like Manuel. One day, Manuel's ship was captured by the Dutch. The Africans were brought to Manhattan Island as slaves.

The colony of New Amsterdam was only two or three years old then, just a small struggling settlement at the tip of Manhattan. It was *too* small and struggling to please the Dutch West India Company, which wanted a busy and profitable trading site here. There were not enough white colonists to do all this work, so Manuel and other Africans were brought to New Amsterdam. Manuel was given the common Dutch name de Gerrit and he was called *groot*, which means big. Groot Manuel and the other slaves were not allowed to leave the colony. They did backbreaking work, often chained together: sawing, hauling, plowing, carrying, and building. They helped defend the settlement against Indian raids, too. Without them, it is hard to imagine how the colony would have survived.

The Company knew how valuable the slaves were, and so did the slaves themselves. In 1644, Groot Manuel and several other long-time slaves petitioned the Dutch West India Company's director, Willem Kieft, for their freedom. He granted it, saying that they had been promised freedom for a long time, and could not take care of their families if they remained slaves. He freed the men's wives as well. He gave the families plots of land north of town in an area that became known as the Land of the Blacks. Kieft did this partly to protect New Amsterdam from an English or Indian attack.

The blacks were called free, but they were not as free as the white people who lived in New Amsterdam. They had to pay a tax every year, or donate some of their crops at the market, and be ready to serve the colony again if they were needed. Maybe worst of all, their children remained slaves. Historians later called this "half freedom."

However, the blacks were no longer enslaved. Nearly 20 years after he was stolen from his ship, Groot Manuel was a man who owned property and had some say over his life.

Dorothy Creole

Adapted from: http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf

Dorothy Creole was one of the first black women in New Amsterdam. She was African, but she came from a world where West Africans and Europeans had been trading for two centuries and their cultures had mixed. She may have spoken Spanish or Portuguese, in addition to her African language. The word “creole” was often applied to people from this mixed world.

Dorothy and other African women were brought to the colony because male slaves needed wives, and Dutch women needed help keeping house. In those days, keeping house meant more than what we call housework today.

Family survival depended on the work of women: cooking, growing a garden, preserving food, watching children, making warm clothes for winter, keeping the house and laundry clean, and taking care of people who were injured or sick.

Dorothy married Paulo Angola, one of the first male slaves brought to New Amsterdam. Paulo’s last name was the most common surname among the slaves. It signaled that he had come from Angola, on the southwestern African coast. One day in 1643, after she had been in the colony for several years, Dorothy went to the Dutch Reformed Church to serve as godmother for a black baby named Antonio. When the boy’s parents died a short time later, Dorothy and Paulo adopted him. Later, after Paulo died, Dorothy continued raising Antonio with her new husband.

When Antonio was still a baby, a Dutch sea captain named Jan de Fries came to New Amsterdam to help fight the Indians. Visiting sea captains were often given special treatment, and this may be why Dorothy and Paulo became the Captain’s slaves for a time. They were still owned by the Dutch West India Company, as they had been for more than 15 years. For Paulo and a group of other slaves, this was long enough. The Company’s director, Willem Kieft, freed the men and their wives. Blacks were not given complete liberty, however. Former slaves had to pay a yearly tax, and their children remained slaves; historians now call this “half freedom.”

Kieft also gave the former slaves farms in an area north of town that became known as the Land of the Blacks. He may have wished to acknowledge their years of work, but he also wanted a buffer zone of blacks between New Amsterdam and any attackers from the north.

However, they were no longer slaves either, and they were land owners living in a black community. Blacks who were still slaves could look at Dorothy and Paulo and take hope. For some there was a way out of slavery.

What was life like under British rule in colonial New York?

Unit of Study: Three Worlds Meet

Focus Question: How did New Amsterdam develop and change under Dutch and then British governance?

The Teaching Points:

- Students will learn how the New York colony changed under British rule.

Why/Purpose/Connection:

- To understand how New York colony changed under British rule.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *The Colony of New York*
 - *A Primary Source History of the Colony of New York*
 - *New York as a British Colony*
- Enlargement of drawing “Surrender of New Amsterdam to English Forces” from *A Primary Source History of the Colony of New York*, p. 28.
- “Dutch New Amsterdam and British New York” Comparison Chart (large chart and individual student copies)
- Chart paper, marker
- Journals and pencils (or student-made journal)

Model/Demonstration:

- Teacher says: “We have learned about early New York City settlements and the changes that took place under Dutch rule. Today we will examine the further changes that took place in New York City under British rule”.
- Teacher introduces the “Dutch New Amsterdam and British New York” comparison chart.
- Teacher asks: “What do we know about life in the Dutch colony of New Amsterdam?” Students brainstorm information for the categories of:
 - Government
 - Economy
 - Social structure
 - Daily life
- Teacher elicits responses from students and records them in the appropriate category on the class comparison chart. Students copy the information on their individual charts.
- Teacher projects the drawing, “Surrender of New Amsterdam to English Forces” found on page 28 of *A Primary Source History of the Colony of New York*.
- Teacher facilitates a discussion of the drawing. Guiding questions include:
 - “What is happening in the drawing?”
 - “What inferences can we make about British takeover of New York City from the drawing?”
 - “What evidence can you give to support your conclusions?”
 - “What additional information about this event do we learn from the caption?”
- Teacher records student responses on chart paper.

- Teacher explains that students will work in groups of 4-5 to research how life changed for the New York colony under British rule. Students will record their information on their individual comparison charts.

Differentiation:

- Students choose from a variety of texts that reflect a spectrum of reading levels and include images for text support.
- Provide lists of key vocabulary for ELLs and struggling readers.

Independent Practice/ Exploration:

- Students work in their groups to research the New York colony under British rule.
- Students categorize the information and write facts and add it to the appropriate column on the comparison chart.

Share/Closure:

- Student groups take turns posting and explaining one fact from their research to the class “Dutch New Amsterdam and British New York” comparison chart. Students respond to each other’s postings.
- Teacher facilitates a class discussion of the comparison chart. Guiding questions include:
 - “What conclusions can we draw about life in the New York colony under Dutch and British rule?”
 - “Would you have preferred living in Dutch New Amsterdam or British New York?” “Why?”

Assessment:

- Teacher rotates among the groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the pairs/ groups are managing their time, how well they are working independently and cooperatively.
- Student charts and journal entries will be assessed for accuracy.

Next Steps:

- Students write a journal entry from the perspective of a colonist witnessing the changes from Dutch to British rule.
- Students research the role of France in New York State and create a new column on the comparison chart.
- Students research how the early influences of the Dutch, English and French can be seen in New York City today.

**“Dutch New Amsterdam and British New York”
Comparison Chart**

Dutch New Amsterdam	British New York
Government	
Economy	
Social Structure	
Daily Life	

British Slave Laws

Unit of Study: Three Worlds Meet

Focus Question: How did New Amsterdam develop and change under Dutch and then British governance?

The Teaching Points:

- Students will examine the impact of “slave laws” on the lives of Africans in the New York colony.
- Students will analyze specific laws and make predictions about their effects.
- Students will compare the treatment of Africans by the British to their treatment by the Dutch.

Why/Purpose/Connection:

- To understand the impact of the colonial slave trade on the lives of enslaved Africans.

Materials/Resources/Readings:

- List of laws affecting Africans in Colonial New York (two versions attached for different reading levels), cut out and attached to index cards
- “British Laws Enacted against the African Population in New York” activity sheet
- “Cause and Effect” table for modeling purposes
- Images of African/African American faces displayed on a board - *May be taken from the N-YHS “Slavery and New York” website:*
http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf

Model/demonstration:

- Teacher begins by defining cause and effect for students. Teacher may also explain that cause and effect is sometimes referred to as action and reaction.
- Teacher projects a copy of the cause and effect table and distributes individual copies to the class. Teacher models completing the top portion of the chart with the students, assessing what a cause of a given effect might be and what an effect of a given cause might be.
- Teacher asks students to list examples of cause or effect and record their examples on the bottom portion of the chart.
- Students share their examples with a partner. (*Teacher may choose a few of the best ones to share with the entire class.*)
- Students pair up and each pair receives a law from colonial New York under British rule. Teacher explains that each pair will analyze the law’s possible causes and effects.

Independent Exploration/Practice:

- Students work in pairs work to read and discuss its law and the possible causes and effects of the law. The pairs record their responses on the “British Laws Enacted against the African Population in New York” activity sheet.

Share/Closure:

- Students gather around the board with the African/African American faces. In sequential order, each pair shares the law it analyzed and the possible causes and effects of that law. After each pair shares its law, the pair will place its index card on one of the African faces, covering it. This activity is meant to illustrate how oppressive laws led to the dehumanization of Africans in early New York.
- Teacher facilitates a discussion of the impact of slave laws on Africans in New York. Guiding questions include:
 - “What do all of the slave laws have in common?”
 - “How might enslaved Africans show resistance to these laws?” (Discuss both violent and non-violent resistance)
 - “How might the owners react to enslaved Africans who demonstrated resistance?”
 - “What might be the outcome of this resistance?” Discuss the inevitability of stricter laws and harsher punishments.
- When all laws have been put up on the board, the faces will be covered. Teacher asks students to reflect on what they see. Teacher asks students to share their responses/ feelings. Students may also write independently for a few minutes and then class can share.

Assessment:

- Teacher will be able to assess the level of critical thinking that has occurred by observing the quality of the discussions that partners are having while completing the activity sheets, and by the responses they share with the class.

Next Steps:

- Students compare Africans’ freedom/rights under Dutch rule with freedom/rights under British rule in colonial New Amsterdam/New York. They can write a passage or complete a content Venn diagram.
- Students read about the “Uprising of 1751” and discuss colonial reaction to the fires in the context of the slave laws. (Website: <http://pbskids.org/bigapplehistory/early/topic10.html>)

Cause and Effect/Action and Reaction

Fill in an appropriate cause or effect for each of the following examples:

Cause/Action	Effect/Reaction
Stay out past curfew	
Eat too much candy	
	Get an award for perfect attendance
Someone tells a funny joke	
	I get soaking wet

Now come up with examples of your own to share with the class:

Cause/Action	Effect/Reaction

Partners' Names _____

British Laws Enacted Against the African Population in New York

Copy your British New York law and the year it was enacted in the box:



1. Why do you think that the British enacted this law?
2. What are ways that Africans in New York might have resisted or gotten around this law?
3. If Africans resisted/got around this law, what do you predict the British will do next?
4. Share your reflections and opinions:

Teacher Note: Each law should be enlarged and attached to an index card.

	With simpler vocabulary	With more advanced vocabulary
1682	<i>Anyone caught trading with a black or Native American must pay a large fine.</i>	<i>Fines were levied against anyone caught trading with a black or Native American.</i>
1682	<i>Enslaved Africans can not possess guns.</i>	<i>Enslaved Africans can not possess guns.</i>
1682	<i>Enslaved Africans must carry a pass.</i>	<i>Enslaved Africans must carry a pass.</i>
1696	<i>No Negroes shall be buried in Trinity churchyard.</i>	<i>No Negroes shall be buried in Trinity churchyard.</i>
1702	<i>The job of Common Whipper of Slaves is established.</i>	<i>The job of Common Whipper of Slaves is established.</i>
1702	<i>Slaves can be whipped up to 40 lashes.</i>	<i>Slaves can be whipped up to 40 lashes.</i>
1702	<i>Almost any punishment of slaves is acceptable, except death or dismemberment (cutting off a body part).</i>	<i>Almost any punishment of slaves is acceptable, except death or dismemberment.</i>
1702	<i>Number of slaves permitted to gather together, unless to work for their owner, is dropped from 4 to 3.</i>	<i>Number of slaves permitted to assemble, unless for owner's profit, is dropped from 4 to 3.</i>
1702	<i>Slaves can only testify against other slaves (not against a white or free black person).</i>	<i>Slaves can only testify against other slaves (not against a white or free black person).</i>
1706	<i>Any child born to an enslaved woman will automatically be a slave too.</i>	<i>Law ensures the slaves status of any child born to an enslaved woman.</i>
1737	<i>Certain jobs can only be filled by certain races of people.</i>	<i>Race becomes a qualification for certain occupations.</i>
1737	<i>Laws limit opportunities for enslaved blacks to make money by fining anyone trading with them.</i>	<i>Laws limit economic opportunities for enslaved blacks by levying fines against anyone trading with them.</i>

How did the geography of New York State change over time?

Note: This lesson should be done over two days

Unit of Study: Three Worlds Meet

Focus Question: How did New Amsterdam develop and change under Dutch and British governance?

The Teaching Points:

- Students will learn how the geography of New York State changed during colonial times.
- Students will learn how the Dutch and British affected the development of colonial New York.
- Students will interpret and compare information on a series of maps.

Why/Purpose/Connection:

- To understand the factors that contributed to changes in the landscape and development of the New York colony over time.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *The New York Colony*
 - *The Early History of New York*
- 1650 Map of New York
- 1676 Map of New York
- 1790 Map of New York
- Sample Timeline of Events in New York State History

Model/Demonstration:

- Teacher says, “In this unit, we have been talking about how Native Americans, Africans and Europeans interacted in New York history. Today we are going to focus on the geography of the land of New York State and how and why it changed over time.”
- Teacher facilitates a discussion of the factors that result in changes in the geography of an area. Guiding questions include:
 - “What factors result in changes in the geography of an area?”
 - “How might new settlers to an area affect its geography?”
- Teacher charts student responses.
- Teacher introduces the book, *The New York Colony* by Martin Hintz, and reads aloud pages 8 – 11 making sure to go over the map on page 9. Then the teacher reads pages 16 – 18 and pages 24 – 27.

Differentiation:

- Teacher copies certain pages of the text, like the map for students to follow during the read aloud.
- Teacher prints the map documents rather than project them.
- The timeline sheet may be filled out as a class rather than independently.

Guided Practice:

- Using an LCD projector and computer, the teacher projects the 1650 New York map on a screen. Teacher facilitates a discussion of the map. Guiding questions include:
 - “What area does this map show?”
 - “What geographic features can we identify?”
 - “What familiar places can we identify?”
 - “Which groups of people were living in New York in 1650?”
 - “How can we tell where people lived?”
- Teacher projects the 1676 map and facilitates a comparison with the 1650 map. Guiding questions include:
 - “When was this map drawn?”
 - “What is the same between the maps?”
 - “What is different?”
 - “How might we explain the differences?”
- Finally, teacher projects the 1790 map and facilitates a discussion. Guiding questions include:
 - “What does this map represent?”
 - “What might be the purpose of this map?”
 - “How does this map compare to the ones from 1650 and 1676?”
 - “How might we explain the differences we see?” (*Note: Discuss the differences between a primary and a secondary source.*)
 - “What might be the purpose of this map?”
 - “What changes have taken place in New York State?”
 - “What events led to these changes?”
- Teacher explains that students will work in table groups to research and list the key events in New York State history that occurred between 1609 and 1790. Each group will then create a timeline of New York State history that reflects this time period. The timelines will include appropriate images.
- Teacher distributes “Sample Timeline of Events in New York State History” for groups to use as a starting point for their research.

Independent Exploration:

- Students work in their table groups to use the trade books and other resources to research and list the key events in New York State history. Each group uses the “Sample Timeline of Events in New York State History” as a starting point.
- Student groups determine the format of their timelines and create them integrating appropriate images.

Share/Closure:

- Student groups present their timelines to the class.
- Teacher facilitates a discussion of the timelines and the maps previously studied. Guiding questions include:
 - “How do the maps from each time period reflect the events that were happening in the history of the state?”
 - “How does the history of an area affect its geography?”
 - “What factors and events affected the geography of New York State from 1609 to 1790?”

Assessment:

- Teacher rotates among the groups during the research to evaluate student need for additional support, how the groups are managing their time, and how well they are working independently and cooperatively.
- Student timelines are assessed using a rubric.

Next Steps:

- In class or for homework, students can use the map (nycountymap.doc) and go to the website: <http://www.dos.state.ny.us/kidsroom/nysfacts/counties.html> to find the origin of the names of the counties in New York State.

Sample Timeline of Events in New York State History

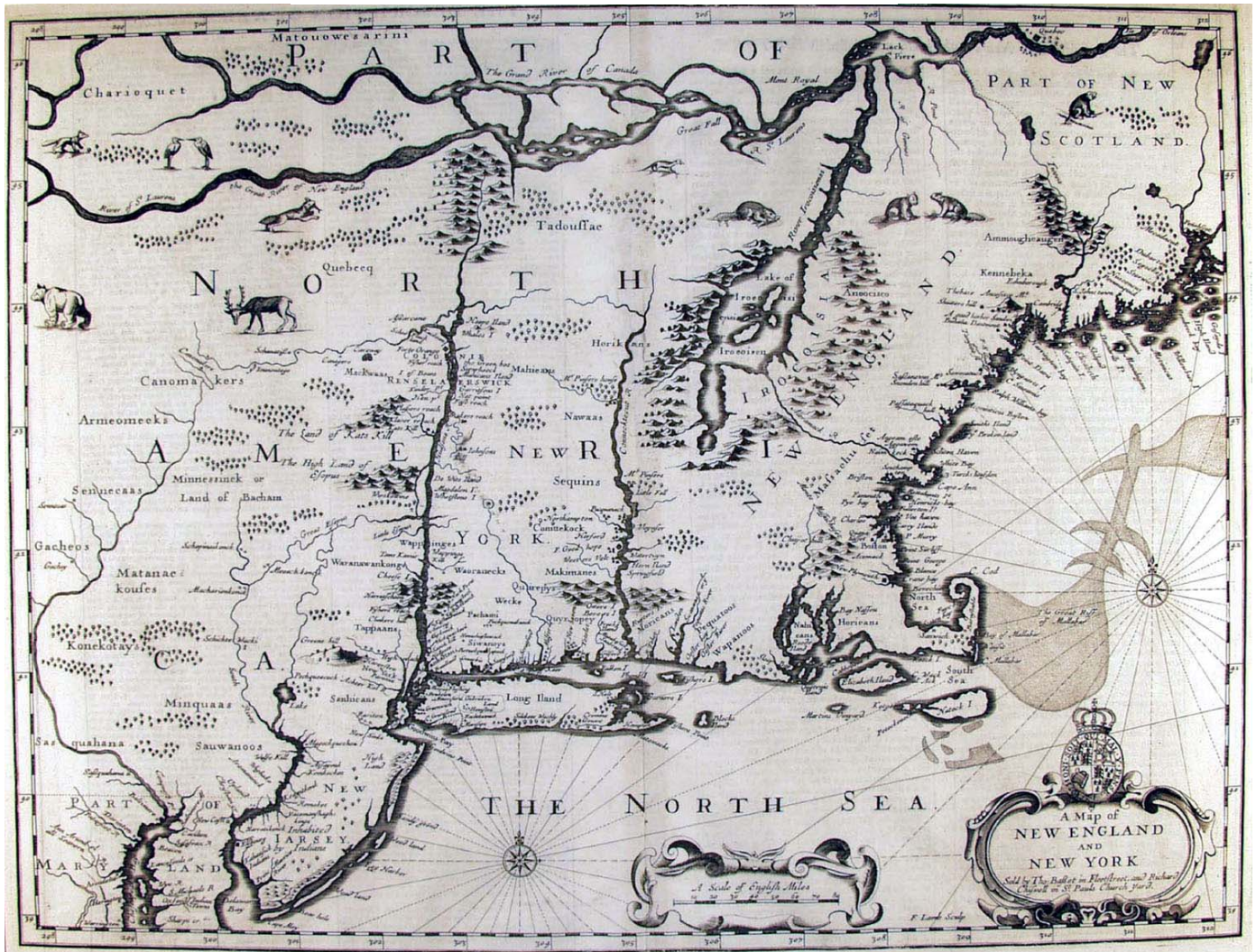
1609	Henry Hudson explores the Hudson River and claims the area around it for the Netherlands.
1621	Dutch West Indian Company is created to help set up Dutch colonies along New York waterways.
1624	New Netherland is founded. (modern day New York, New Jersey, and Connecticut)
1626	The town on New Amsterdam is founded. (modern day Manhattan)
1664	England takes control of New Amsterdam and renames it <i>New York</i> after the king of England's brother, the Duke of York.
1763	England and France end 74 years of fighting over land in New York. (England wins)
1776	The Declaration of Independence is signed. (July 4 th)
1797	Albany becomes the capital of New York State.
1783	U.S. wins the American Revolution after 8 years of fighting with England.
1788	New York becomes the 11 th state to join the United States of America.

Map of New Netherland

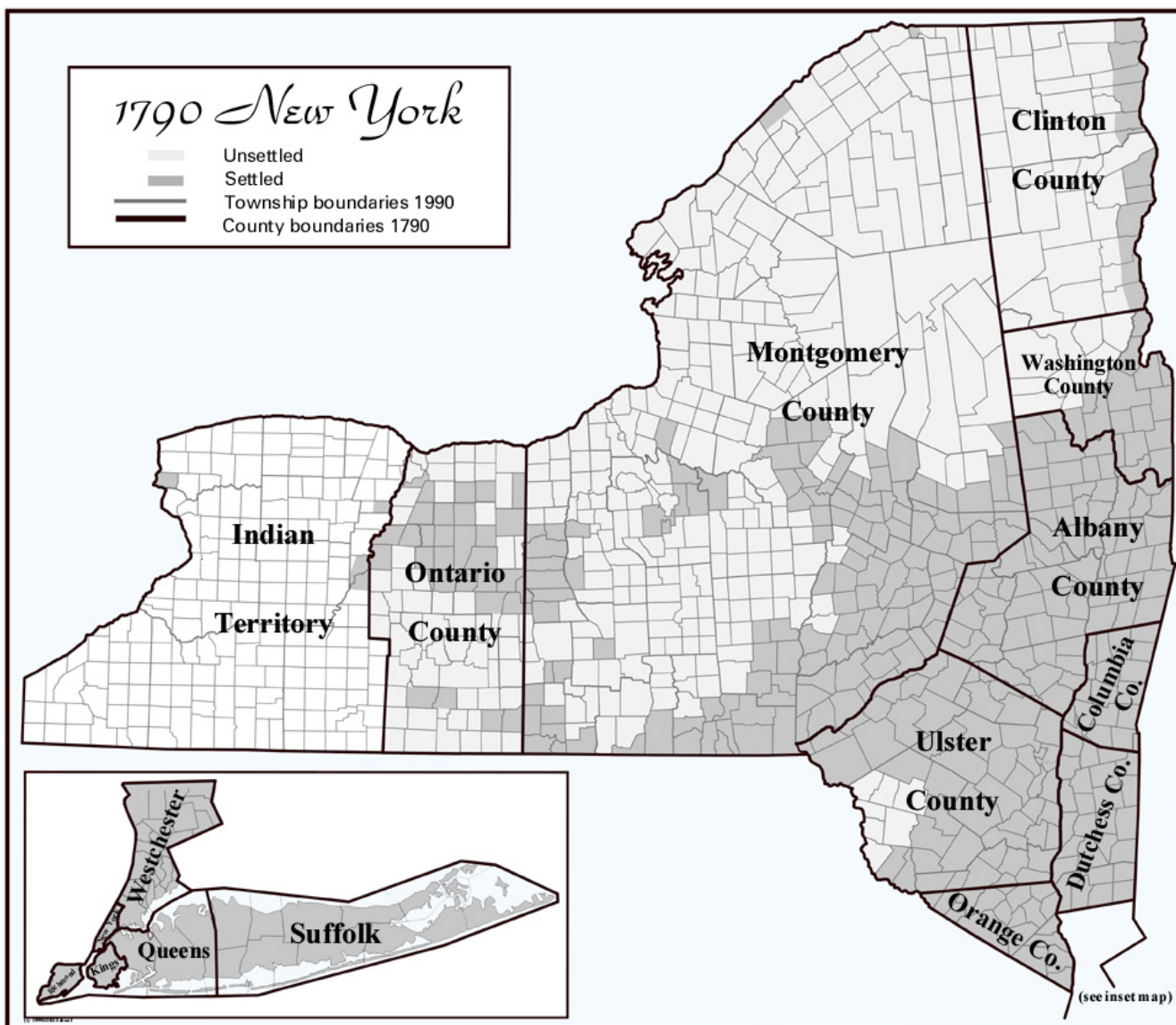


http://www.nnp.org/nni/Research%20&%20Education/Maps_files/8.jpg

Map of New York 1676

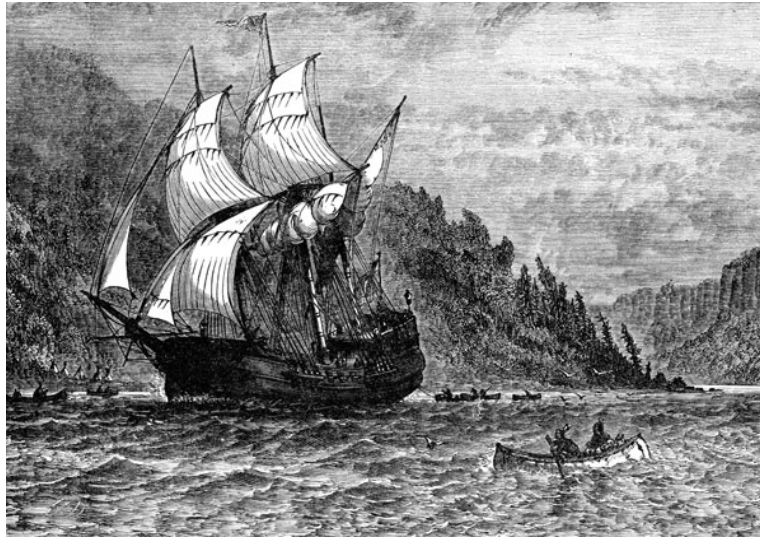


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<http://www.rootsweb.ancestry.com/~nycoloni/1790map.html>

Come Explore with Henry Hudson Simulation



ushistoryimages.com/henry-hudson.shtm

In the 1600s, the Dutch West India Company was very powerful and successful. The Company's goal was to make money. The Company traded goods such as spices, sugar, fur, and slaves. The Dutch West India Company was an offshoot of the Dutch East India Company, which funded Henry Hudson's voyage to North America in 1609. If Hudson could find a secret shortcut to Asia, the Company thought, they would make even more profits. Although Hudson failed at his mission, his reports of fur trading opportunities inspired merchants. About fifteen years later, the Company sent about thirty families to North America as colonists and workers. They called the colony they founded "New Amsterdam."

In this simulation students assume the roles of captain/crew and stockholders in the Dutch East India Company. The classroom teacher is the Chairman of the Dutch East India Company.
Note: Keep in mind that the difficulty level of the roles differ when assigning roles.

Procedure: Organize students into small groups of captains and crews. All students should have opportunities to examine the excerpts from the Journal of Robert Juet.

The Mission: The students have been hired to find a Northwest Passage to India following Henry Hudson's third voyage. Each student should receive a mission packet of primary and secondary source information to be able to complete their jobs. Students must complete the mission documentation in order to provide proof of the success or failure of the voyage.

Mission Documentation Jobs:

Captain: Oversees the crew and drafts a letter of recommendation to the Dutch East India Company about the mission's findings. The captain explains whether explorations to this new place should or should not continue. Recommendations must be explained using details from the crew's reports and mission documentation. The captain and the crew must sign the letter to verify findings and group participation.

First Mate: writes journal entries for at least 3-5 days describing the area explored, its weather, the natural resources available, descriptions of local inhabitants, trade transactions, problems encountered, etc.

Cartographer: creates maps showing the route traveled as well as maps of any places explored.

Manifest Officer: writes two cargo lists describing food and clothing taken on the voyage, what has been brought to use for trade, and what will be brought back from the exploration.

Limner: creates a broadside (ad/poster) to tell people about the completion of the voyage and its important findings.

Cabin Boy/Girl: creates 5-8 drawings with written descriptions of interesting things they've seen on the voyage (e.g. landscapes, plants, animals, people, food, dwellings, trade items, etc).

After the Voyage: Upon completion of the exploration, groups appear before the head of the Dutch East India Company and its stockholders to present each individual's mission information. If the Company and its stockholders are pleased with the information presented by the captain and crew, it may vote to bestow a reward. (Examples of a reward could be a Certificate of Merit, medals of honor, gold coins [foil wrapped chocolate or plastic coins], jewels, etc.).

Note: All documents needed to complete this activity may be downloaded from:

<http://www.emsc.nysed.gov/ciai/chf/pdf/ElemEdComExporeWithHenryHudsonLessonPlan.pdf>

Adapted from the New York State Education Department website

Animal Masks Influenced by African Myths

Teaching Point:

Through cutting, gluing and painting students will create 3-D animal masks. Students will learn that:

- masks are constructed of different shapes, not just ovals
- different shapes and lines can be layered and combined to create individual character and depth
- paper can be folded, tabbed, punched and twisted to create 3-D, or sculptural, shapes
- sculpture can be looked at from many angles
- repetition of shapes create pattern (for animal skin/fur)

Materials/Resources/Readings:

- Teachers will read Anansi and other African tales to the students prior to visual art activity
- They will also visit the African Burial Ground near City Hall
- We can use black, white and red paper or day-glow colored paper

Day 1. Cut out Basic Shape of Mask Face

Look at different shapes of masks, from “Masks, Faces of Culture”

Choose animal photo(s) as inspiration

Demo: Choose animal photo(s), cut out face

Cut oak tag into shapes, punch holes to help cut out eyes and mouth

Materials: Colored oak tag, scissors, hole punches

Day 2. Glue on “Sculptural” Details

Look at Picasso portraits, mask photos

Demo: Different ways to fold, twist, bend, cut, glue paper to create 3-D, sculptural elements

Students begin turning their 2-D faces into 3-D sculptures

Materials: Colored paper, glue, scissors, newspapers for tables

Day 3. Finish Gluing on Details

Look at masks, Q & A about project in beginning.

Do you see any 3-D shapes you would like to try?

Students punch holes at ears for pipe cleaner tie-ons

Materials: same as day 2, plus pipe cleaners

Day 4. Paint with Lines and Pattern

Look at animal and mask patterns

Demo how to paint patterns, handle brushes

Students paint detail

If time, name mask and make titles

Materials: paint, water, towels, small brushes, index cards or labels for titles



Quilt Project

Each student will be assigned either a Native American word (squash, pumpkin, wahoo) or a Dutch word (pickle, gouda, stoop, boss) as inspiration for their square patch of the quilt. The students will draw, cut and sew an image of their word to create the individual patches for the center of the quilt. Then, the students will cut letters of the different images named by Native Americans or the Dutch and glue the letters onto strips to form the border. The square patches and word border will be assembled to form a large quilt, with the entire class making one quilt.

The students will learn:

- How to compose an image from drawing different shapes; how to compose the shape to fill a square
- How to create and draw a symbol
- How to use positive and negative spaces
- How to manipulate thread, needles, pins and fabric
- A popular American art form is the quilt; that quilts are often made by many different individuals, often called a “bee”
- Symbols of Native American and Dutch culture and geographic locations named by both groups

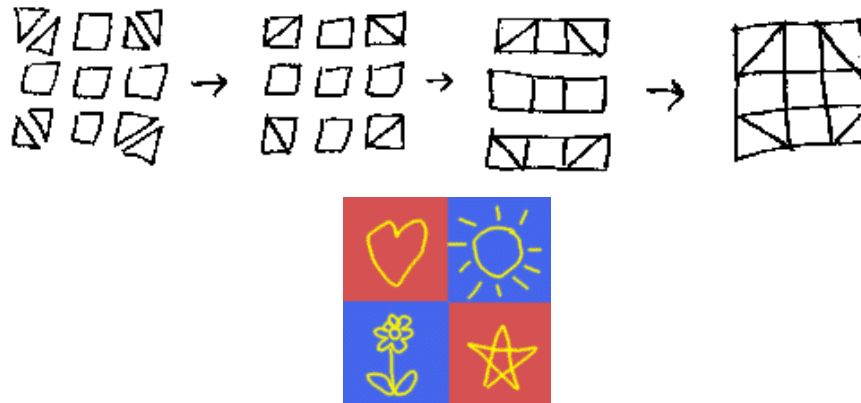
Resources:

- Actual quilts
- Gee's Bend (book of quilts exhibited at the Whitney)
- Photos of appliquéd quilts with names and letter borders
- Images from Native American and Dutch history books
- Classroom research, reading, discussing and writing

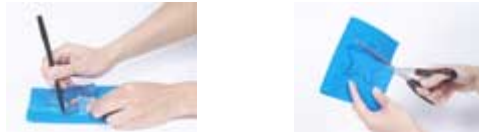


Day 1: Introduction and Drawing Image

Introduction: "What is a quilt?"; how to draw a symbol (large, simple shapes)



Students draw symbol onto paper, cut out (teachers have assigned words)



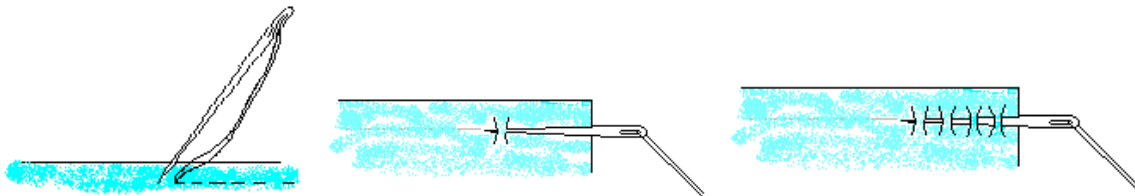
Materials: 6"x 6" white paper, pencils, scissors

Day 2: Cut out Image and Sew

Students trace around image, onto felt

Pin image to square

Thread needle, sew



Day 3: Sew

Show students how to cut out letters.

If time between: Either sew images; or assign one geographic name per pair of students. Students cut out letters of name and glue onto strip.

Day 4: Finish

Finish sewing images if needed and glue onto quilt background.

Help assemble onto large background.

Field Trips for Three Worlds Meet

Location

Exhibits and Programs

African Burial Ground

290 Broadway, Manhattan

<http://www.africanburialground.gov>

American Museum of Natural History

79th St. at Central Park West, Manhattan

www.amnh.org

Historic Richmond Town

441 Clarke Avenue, Staten Island

<http://www.historicrichmondtown.org>

Museum of the City of New York

1220 Fifth Ave, Manhattan

<http://www.mcny.org>

National Museum of the American Indian

One Bowling Green, Manhattan

<http://www.nmai.si.edu/>

National Society of Colonial Dames in the State of New York

246 West Broadway, Bronx

<http://www.nscolonialdamesny.com/>

New York Historical Society

170 Central Park West, Manhattan

<https://www.nyhistory.org/web/>

Old Stone House

5th Avenue, Brooklyn

<http://www.theoldstonehouse.org/>

South Street Seaport Museum

12 Fulton St, Manhattan

<http://www.southstreetseaportmuseum.org>

Hall of Eastern Woodlands Indians

African American History Tour

Traveling Through Time: New Amsterdam

Leave it to the Beavers: Trade and
Transportation

Amsterdam/New Amsterdam: The Worlds of
Henry Hudson

Colonial Life

Life in New Amsterdam

Slavery in New York

Pinkster: An African American Celebration

New Amsterdam walking tour

African American History walking tour

Van Cortlandt House Museum

Van Cortlandt Park

Broadway at West 246th Street, Bronx

<http://www.vancortlandthouse.org>

Life in Lower Yonkers

Design of a Delft Tile

Wyckoff Farmhouse Museum

5816 Clarendon Road, Brooklyn

<http://wyckoffassociation.org>

A Dutch Colonial Farmhouse in Brooklyn?

The Marriage of New Amsterdam and
Brooklyn

Slavery to Indenture Servant to Freedom

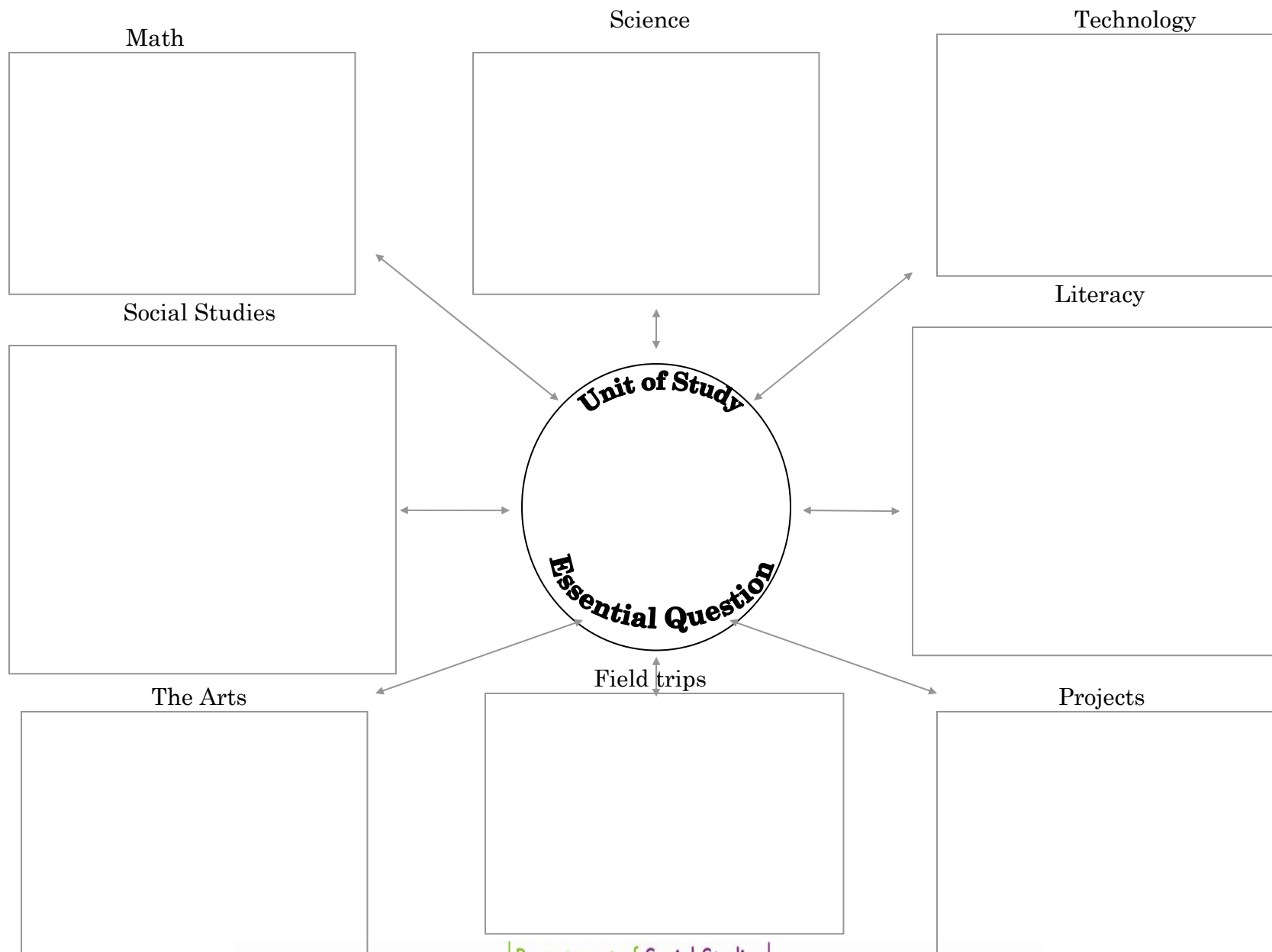
An Immigrant Story: Who is Pieter Claesen?

V.

Additional Resources



BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

--

Content/Academic Vocabulary (sample)

--

Focus Questions



--

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

--

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

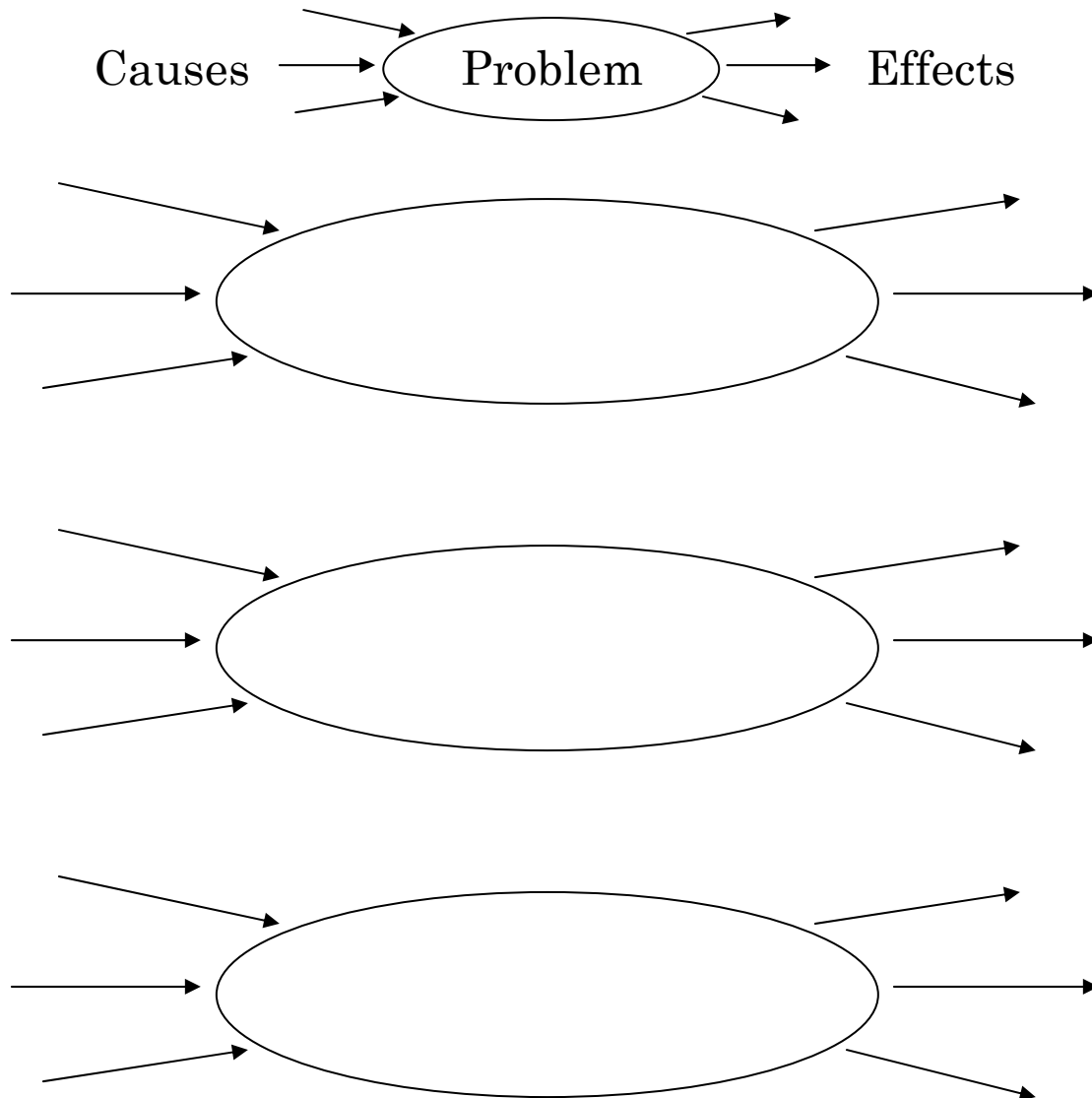
Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE

NOTE-TAKING TEMPLATE**Chapter Title:** _____**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads...	In My Own Words...

Name _____ Date _____

Text _____

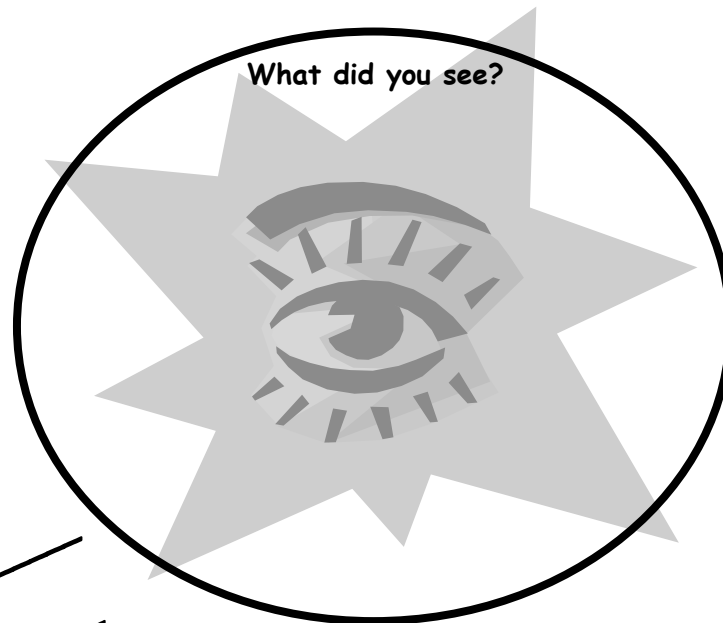
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

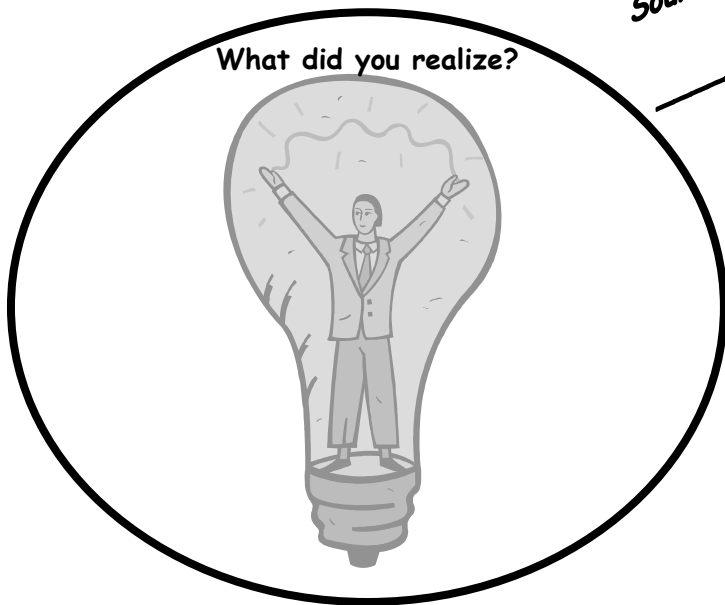


What did you see?

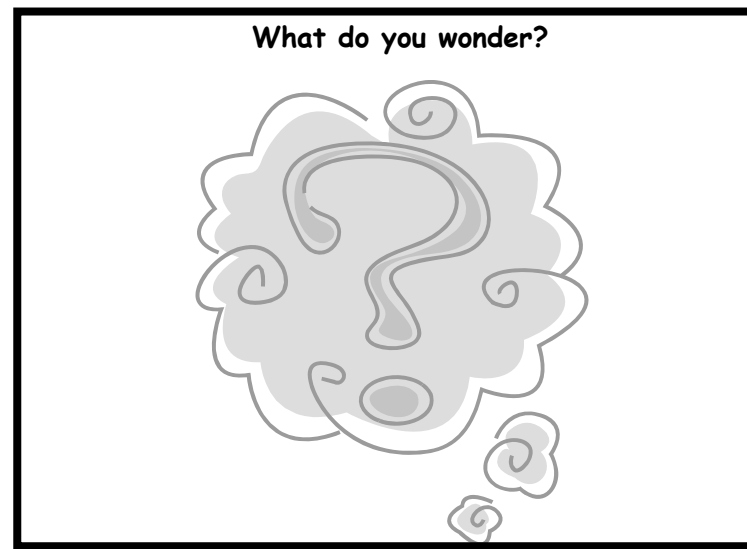


Source:

What did you realize?



What do you wonder?



TECHNOLOGY TOOLS



TrackStar is a web-based tool that helps teachers organize and annotate websites for online research activities. Tracks allow teachers to organize pre-selected websites that they have reviewed for reading level and content that is appropriate and pertinent to a class project. As a result, online research becomes more focused; students are not aimlessly searching the Internet and they do not have to enter any webpage addresses!

- Go online to <http://trackstar.4teachers.org>

First, let's review three posted tracks.

Women of the American Revolution

Track # 242428

Features of the Brooklyn Bridge

Track # 188009

Folktales

Track # 140293

To view a track

Enter these track numbers in
the box entitled
View a Track and click Go

At each title page, read the track description. What information does the teacher provide? Do you have a sense of the activity students were supposed to complete and why?

- Click on **View in Frames** to enter track (Also, check out **View in Text**, too!)

As you review each track, consider the following:

- How the window is organized
- The focus of the track
- The number and quality of websites listed
- The annotation provided and the questions posted
- How to move around the websites
- How would you change/improve this track

Track Features

Tracks have three (3) features:

1. The Left frame → Titles of all websites students may visit (you can change/shorten an official site title and provide a title students will readily identify)
2. The Top frame → The webpage title you've created, URL and teacher annotations (these might include questions, directions etc.)
3. Stage Frame → The webpage

The screenshot shows the TrackStar website interface. At the top, there is a blue header with the TrackStar logo and the track title 'A Bridge Grows in Brooklyn' by Stephanie Durham. Below the header, there is a left sidebar with a list of links under the heading 'Sites for Track #102658'. The links are: 1. Brooklyn Junior League, 2. Invention Factory, 3. Brooklyn Bridge Poetry, and 4. Facts about the bridge. Below the links are links for 'Return to Track Description' and 'E-mail this Track'. The main content area is divided into two frames. The top frame, labeled 'Invention Factory', contains the site location URL and annotations about the Brooklyn Bridge. The bottom frame, labeled 'Stage Frame: The Webpage', contains a large image of the Brooklyn Bridge and the title 'The Brooklyn Bridge'. Below the image, it says 'Bridge spans: East River, Brooklyn-Manhattan, New York City, New York, USA' and 'Chief Engineer John A. Roebling (1867-69) & Washington A. Roebling (1869-1883)'.

1. Links

Track Title

Webpage title, URL and annotations

Stage Frame: The Webpage

The Brooklyn Bridge

Creating a Track

- Go to the main page <http://trackstar.4teachers.org>
- Under *Make a Track*, click *Create an Account and Start Making Tracks*
- Complete New User Sign Up and follow directions to create your account
- The TrackStar site offers a detailed tutorial on planning, creating and editing your tracks.

Before you make a track!

Use the Track Star Draft Worksheet (see next page) as a guide to gather all the information necessary for building your track.

While it might seem time consuming to create the track as a worksheet in Word first, this process has several advantages:

1. It's easier to change the order of how you would like the websites listed within a Word document than after you've created a track, you can easily add URL's and other information using cut and paste.
2. Creating your track in a Word document allows you to spell check your work.
3. If TrackStar is not available, you always have a backup list of all the sites and annotations for students to continue their research.

Once you've gathered all the information needed for your track on your worksheet, you can then easily transfer this into TrackStar.

Time Savers

When you are ready for your students to begin exploring the track you've created:


- Whether you're using Microsoft Internet Explorer or Netscape Navigator, show students how to add the TrackStar web address <http://trackstar.4teachers.org> to Favorites. This will save a lot of time and remove the frustration of having to type and remember the webpage address.
- DO NOT create more than two (2) links to the same website within one Track. TrackStar places a hold on your track if you do and the site will not be accessible!

Internet Tools

Answers.com

<http://www.answers.com>

Answers.com is a free, ad-supported, reference search service, created to provide you with instant answers on over a million topics. As opposed to standard search engines that serve up a list of links for you to follow, Answers.com displays quick, snapshot answers with concise, reliable information. Editors take the content from over 100 authoritative encyclopedias, dictionaries, glossaries and atlases, carefully chosen for breadth and quality. Answers.com has incorporated citation functionality with the goal of educating and helping

users cite their work. Clicking on the "Cite" button  (which can be found next to each copyright at the bottom of each Answer Page), will direct you to a fully-formatted citation, ready for students to include in their bibliography. They can even choose from MLA, Chicago and APA styles.

Bartleby.com

<http://www.bartleby.com>

Bartleby.com publishes thousands of FREE online classics of reference, literature and nonfiction. The editors of *Yahoo! Internet Life* magazine voted it a 2002 "Best Literary Resource" for Net excellence. The magazine's review of Bartleby.com proclaims: "Never judge a book by its cover. Bartleby might not look like much—just a whole lot of text—but this online library is one of the Net's true gems. Read literary masterpieces by Dickens, Dostoyevsky, Twain, and many others, as well as the Emancipation Proclamation and other landmarks of nonfiction. You'll find scientific papers, philosophical treatises, historical memoirs, and reference tomes. Everything is free, and late fees have been waived."

Citation Machine

<http://citationmachine.net/>

Citation Machine is an interactive Web tool designed to model the proper format for citing information property from print and electronic resources. If you cannot find how to cite the specific type of reference you seek or have a question about how to cite a particular resource that is unique in some way, consult your teacher or the *MLA Handbook for Writers of Research Papers: 6th Edition* or *Publication Manual of the American Psychological Association: 5th Edition*.

Dictionary.com

<http://dictionary.reference.com/>

A multi-source dictionary search service produced by Lexico Publishing Group, LLC, a leading provider of language reference products and services on the Internet. To use the dictionary or thesaurus, simply type a word in the blue search box that appears at the top of every page and then click the *Search* button. You can also sign-up for the 'Word of the Day' email or browse the other multi-lingual dictionaries featured on the site.

Note: This site is FREE, but there are pop-up Advertisements

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